

EDUCATIONAL RESOURCES INFORMATION CENTER

March 1974

Volume 9 Number 3

ERIC

research

in

education

RESEARCH IN EDUCATION

A Monthly Abstract Journal announcing recently completed research and research-related reports in the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/ National Institute of Education

Organization of Journal RESEARCH IN EDUCATION is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document Section by ED numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance.

The indexes which follow the résumés in each edition cite the contents by:

- Subject
- Author
- Institution
- Accession numbers

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SPECIAL ANNOUNCEMENTS

Resumes from the new ERIC Clearinghouse in Career Education continue to appear in this issue of *Research in Education* (RIE). The prefix used for this clearinghouse is "CE" and it heads the alphabetical listings in the Resume and Cross Reference Index Sections. (See Table of Contents). The ERIC Clearinghouses on Adult Education and Vocational and Technical Information were discontinued as of November 30, 1973, however, the subject areas they covered have been absorbed by the scope of the Career Education Clearinghouse.

Beginning with the May issue, input from another new clearinghouse, to be called Information Resources, will appear for the first time. Information Resources, prefix "IR", represents the merged scopes of the Clearinghouses on Library and Information Sciences and Educational Media and Technology, both of which were discontinued as of December 31, 1973.

The addresses of the two new clearinghouses are listed on the inside of the back cover of this issue.

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Research in Education

ED 083 362-084 337

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Introduction

Research in Education is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely educational research reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

DOCUMENT SECTION

SAMPLE ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s). **ED 013 371** **64** **AA 000 223**

Norberg, Kenneth D.

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable). *

Clearinghouse accession number.

Title. **Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.**

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Organization where document originated. **Sacramento State Coll., Calif.**

Report Number and/or Bureau Number—assigned by originator.

Date published. **Pub Date—15 Apr 66**

Contract or Grant Number—contract numbers have OEC prefixes; grant numbers have OEG prefixes. **Contract—OEC-4-16-023**

Alternate source for obtaining documents. **Note—129 p; Speech given before the 22nd National Conference on Higher Education, Chicago, Ill., 7 Mar 66.**

Available from—Indiana University Press, 10th and Morton St., Bloomington, Indiana 47401 (\$2.95)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Bibliographies, *Communication (thought transfer), *Perception, *Pictorial Stimuli, *Symbolic Language, *Instructional Technology, Visual Stimuli.

Identifiers—Stanford Binet Test, Wechsler Intelligence Scale; Lisp 1.5; Cupertino Union School District.

Descriptive Note.

Descriptors—subject terms which characterize substantive contents. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.

Informative Abstract.

Abstractor's initials. (AL)

The field of analogic, or iconic, signs was explored to (1) develop an annotated bibliography and (2) prepare an analysis of the subject area. The scope of the study was limited to only those components of messages, instructional materials, and communicative stimuli that can be described properly as iconic. The author based the study on a definition of an iconic sign as one that looks like the thing it represents. The bibliography was intended to be representative and reasonably comprehensive and to give emphasis to current research. The analysis explored the nature of iconic signs as reflected in the literature and research.

*The key to these codes is as follows:

Code	Description	Code	Description
08	Adult and Vocational Education, Public Law 88-210	52	Library Research and Development, Public Law 89-320, Title II, Part B
16	Captioned Films for the Deaf, Public Law 85-905	56	New Educational Media, Public Law 85-864, Title VII, Part A
24	Cooperative Research, Public Law 89-10, Title IV	64	New Education Media, Public Law 85-864, Title VII, Part B
32	Disadvantaged Students Program, Public Law 89-10, Title I	72	Research in *Foreign Countries, Public Law 83-480
40	Handicapped Children and Youth, Public Law 88-164	80	State Educational Agencies Experimental Activities, Public Law 89-10, Title V. Section 505
48	Language Development, Public Law 85-864, Title VI	88	Supplementary Centers and Services, Public Law 88-10, Title III
		95	Other Office of Education Programs

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

	Page		Page
CE—Career Education	5-20	LI—Library and Information Sciences	86-88
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CS—Reading and Communication Skills	27-44	RC—Rural Education and Small Schools	93-98
EA—Educational Management	44-56	SE—Science, Mathematics, and Environmental Educa- tion	98-110
EC—Handicapped and Gifted Children	56-60	SO—Social Studies/Social Science Education	110-117
EM—Educational Media and Technology	60-68	SP—Teacher Education	117-124
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CE

ED 083 362 CE 000 232
Hall, Budd L.

Who Participates in University Adult Education?
Studies in Adult Education No. 5.

Dar es Salaam Univ. (Tanzania). Inst. of Adult Education.
Pub Date Feb 73
Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, *Developing Nations, *Discussion Programs, *Educational Radio, *Political Socialization
Identifiers—Tanzania

In Tanzania, adult education is seen as going beyond increasing skill levels to raising political consciousness. If it is desired to narrow the gap between the educated and uneducated, the role of University adult education evening classes as an agent of increased social stratification must be examined. Mass radio study groups may be one means of reducing educational inequalities while still affording the educational elite participation opportunities. A study of the radio discussion group participants revealed that more men than women took part, the age group ranged from twelve to 80, and the intended rural audience was reached. (AG)

ED 083 363 CE 000 236
Seashore, Stanley E. Bowers, David G.

Changing the Structure and Functioning of an Organization: Report of a Field Experiment.
Monograph No. 33.

Michigan Univ., Ann Arbor. Survey Research Center.

Pub Date 70

Note—123p.

Available from—Survey Research Center, Institute for Social Research, The University of Michigan, Ann Arbor, Michigan 48104
Document Not Available from EDRS.

Descriptors—Attendance, Employee Attitudes, *Employer Employee Relationship, *Experimental Programs, Group Dynamics, *Group Relations, Job Satisfaction, *Management, Management Systems, *Organizational Change, Organizational Climate, Productivity, Work Attitudes

A three-year study was made at a printing firm which had experienced rapid post-war expansion followed by conditions of tension, uncertainty, and confusion when some product lines were found to be in over supply or unprofitable. There was a growing distance between management and workers. An experimental program for three of

the five company departments was designed to increase emphasis on the work group, supervisor supportive behavior, employee participation in decision-making, and work group interaction. Criteria of effectiveness were established: (1) increase in employee satisfaction, (2) increase in productivity rate, (3) decrease in waste rate, and (4) decrease in absence rates. It was shown that the three departments succeeded in changing their organizational structures and processes and that the control departments showed little or no change. Evidence was less convincing in respect to machine efficiency, waste and absence rates. Because experimenters' control over events and conditions was limited, the results cannot be conclusive. However, the experiment appears to have been a success. The study was originally published in 1963. (MS)

ED 083 364 CE 000 237

Buse, R. C. Willett, G. S.

Incorporated Wisconsin Firms with Agricultural Incomes: A Descriptive Analysis.

Wisconsin Univ., Madison. Coll. of Agricultural and Life Sciences.

Report No—R-2431

Pub Date Jan 73

Note—32p.; Conducted as a joint project between the Economic Research Service (DOA) and the Wisconsin Agricultural Experiment Station, Madison

Available from—Hard copy available from Agriculture Bulletin Building, 1535 Observatory Drive, Madison, Wisconsin 53706 (\$0.35)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Agricultural Production, *Agricultural Research Projects, Agriculture, Data Analysis, *Farm Management, *State Surveys, Statistical Studies, Tables (Data)

Identifiers—*Incorporated Farms, Wisconsin

The study was initiated to learn more about incorporated farms in Wisconsin. Specific objective included: listing all corporations in the state with agriculture incomes, acquiring basic structural data in these units, analyzing differences between various types of corporation farms when classified according to nature of ownership, and determining whether there is a large incursion of firms in the form of corporations with characteristics conceptually harmful to agriculture. On the basis of 90.60 questionnaire response, it was concluded that corporate farm structure in Wisconsin is widely diversified and difficult to characterize or generalize. Variations in size, number of products produced, ownership, and dependence upon agriculture as primary or sole source of income demonstrated the range in differences. There was

no evidence that non-agriculturally oriented firms, newly incorporated large firms, or foreign-based operations are making large inroads in Wisconsin agriculture through 1968. (Supportive statistical tables are provided.) (AG)

ED 083 365 CE 000 238

Kallen, Dennis Bengtsson, Jarl

Recurrent Education: A Strategy for Lifelong Learning.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date 73

Note—88p.

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Ave., N.W., Washington, D C 20006 (\$2.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Adult Education, Cultural Factors, Economic Factors, Educational Policy, *Educational Programs, *Innovation, *Objectives, *Program Planning, Social Problems, Social Systems, Social Values
Identifiers—*Recurrent Education

The purpose of this report is to clarify the concept, main features, and objectives of the "recurrent education" issue and to spell out the implications that this approach will have for educational and socio-economic policy making. It is suggested that acceptance of the "recurrent education" proposal implies not only a major turning point in educational policies but that it also has important consequences for social and economic policies. Thus there is a need for a coordinated approach and for the establishment of appropriate planning and policy making mechanisms for dealing with the issue. Through long term planning and policy perspective together with immediate short term planning such a reorganization could take place. Further implications of the "recurrent education" approach as it relates to the labor market, to the use of mass media, to social security provision, and to the social, economic, and cultural sectors at large are included. (KP)

ED 083 366 CE 000 245

Colorado Hospital Survey Covering Salaries, Wages, and Selected Personnel Policies and Practices.

Colorado Hospital Association, Denver.; Mountain States Employers Council, Inc., Denver, Colo.

Pub Date 3 Aug 71

Note—96p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Consumer Economics, *Fringe Benefits, *Hospital Personnel, Occupational Information, Premium Pay, Salary Differentials, *Wages
Identifiers—*Colorado

The data presented in this survey were gathered by mailed questionnaires and cover salary data on 28 "key benchmark" job classifications considered to be most representative in Colorado hospitals regardless of size, location, or type. There are tables of selected benefits, personnel policies, and practices together with actual pay rates and rate ranges for the 97 hospitals that participated in the survey out of the 106 hospitals receiving questionnaires. Standard job descriptions are used for each job classification, developed by the Colorado Hospital Association's Committee on Salaries, Personnel Practices, and Fringe Benefits to insure consistency of rate information by respondents. The salary data represent basic rates for full time employees only. An appendix contains a consumer price index, a summary of the Denver metropolitan area consumer price index, a wage comparison table, and a list of participating hospitals. (KP)

ED 083 367 CE 000 248

Patten, Thomas H., Jr. And Others
Characteristics and Professional Concerns of Organization Development Practitioners.

American Society for Training and Development, Madison, Wis.
Pub Date 1 Jul 73
Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Background, Evaluation Methods, Management, *Organizational Development, Participant Characteristics, *Program Attitudes, Program Development, *Program Effectiveness, *Program Evaluation, *Program Improvement, Program Planning, Surveys

A study was undertaken of organization development (OD) programs, from the point of view of the organization members who plan and conduct them, to gain information for meaningful planning by the American Society for Training and Development (ASTD). A questionnaire was returned by 103 of 450 randomly selected OD practitioners. Most respondents had educational training of seventeen or more years (79%), had backgrounds in social science or business (75%), and had some type of "group" training. Most were not full-time OD practitioners. Respondents selected Bechard's definition of OD as most acceptable and chose five major thrust areas. In measuring OD processes, the survey questionnaire feedback received support, disenchantment was evidenced with T-groups and Leadership Labs, and MBO was advocated by a majority of the respondents. Over 75% stated they have "measured" their OD efforts, relying heavily on highly subjective methods. Other data collected related to the respondents' professional interests and their attitudes toward ASTD-OD Division. Implications were that since most are part-time OD practitioners, they do not have time to keep abreast of OD publications and are less interested in theory than "how to do it" information. (SC)

ED 083 368 CE 000 249

Manpower Alliance Conference Proceedings

(Geneseo, N. Y., March 26, April 29, 1971).

Geneseo Region Educational Alliance for Health

Personnel, Inc., N.Y.

Pub Date Apr 71

Note—77p.

Available from—Geneseo Region Educational Alliance for Health Personnel, Inc., 311 Alexander Street, Rochester, New York 14604 (\$1.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Certification, Community Colleges, Conference Reports, *Health Occupations, *Health Occupations Education, *Health Personnel, Manpower Needs, *Medical Services, Paramedical Occupations

Papers from the first of this two-part conference were by Leonard W. Cronkrite on new models and concepts of the health care system, by Joseph Kadish on the evolution of new health occupations, by Evan Charney on health team relationships, and by Mary Hill on expanded use of existing health personnel. The second session consisted of papers by Israel Light on new systems for educating and training health personnel, by Elliott E. Leuallen on state requirements

for registration, certification and licensure of the health professions, by J. Lowell Orkison on the Carnegie Report on trends in medical education, and by Marilyn Schima on allied health education at the community college level. Six discussion groups presented recommendations at each of the sessions. Faculty and planning committee members and conference registrants are listed. (MS)

ED 083 369 CE 000 271

Vickery, Florence E.

Creative Programming for Older Adults: A Leadership Training Guide.

Pub Date 72

Note—318p.

Available from—Association Press, W.W. Norton,

291 Broadway, N.Y., NY 10007 (\$12.95)

Document Not Available from EDRS.

Descriptors—*Agency Role, Attitudes, Committees, Geriatrics, Human Services, *Leadership Training, *Older Adults, Personal Care Homes, Professional Training, Retirement, Senior Citizens, Social Behavior, Social Work, *Social Workers, Textbooks, *Voluntary Agencies

The book is a textbook for preparing students for positions in professions through which the needs of older adults are met. It is a manual for in-service training of agency staff, aides, and technicians and serves as a guide for leadership training workshops for board, council, and committee members, and other volunteers working with older adults. The book is divided into three main parts: (1) older Americans in technological society—which focuses on social and cultural adjustment, (2) effects of the aging process on social functioning—physical, mental, psychosocial, and psychological factors of aging, and (3) development and administration of social programs for older adults. The final chapter works toward developing a philosophy about aging. (Bibliographies are included.) (MS)

ED 083 370 CE 000 294

Semmerger, Franklin M.

Selected Effects of the Participation of Adults in Program Planning.

Pub Date Dec 72

Note—115p.; Ph.D. Dissertation, Florida State University

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adult Leaders, Adult Learning,

*Conferences, *Doctoral Theses, Group Dynamics, *Leader Participation, *Leadership,

Planning Meetings, *Program Planning,

Sociometric Techniques

The overall purpose of the study was to assess the effect of various levels of conference participation in the process of conference program planning. The first hypothesis tested was that conferees assigned to committees most actively engaged in the planning and implementation of a conference will perceive it as more effective than will conferees assigned to less active committees. This hypothesis was rejected. The second hypothesis was that conferees assigned to active planning conference committees are perceived by other conferees as influential. This hypothesis was rejected also. The third hypothesis tested was that conferees assigned to active planning committees are perceived as progressively more influential from the beginning to the end of a conference than conferees who are least actively engaged. This hypothesis, too, was rejected. (MS)

ED 083 371 CE 000 301

Jacques, Joseph W.

Recollections and Reflections of Professors of Adult Education; Early 20th Century Leaders and Pioneers in the Field.

Pub Date Jun 73

Note—288p.; Ph.D. Dissertation, Florida State Univ.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Adult Education, Doctoral Theses,

*Educational History, *Educational Philosophy,

Oral Communication, Tape Recordings

Identifiers—*Oral History

Taped interviews were held with Howard Yale McClusky, Wilbur Chapman Hallenbeck, Ralph Beckett Spence, Andrew Hendrickson, Robert John Blakely and Paul Leslie Essert in order that the portion of their experience relevant to a philosophy of adult education could be analyzed. Seven philosophical themes were found to be commonly held: change is continuous, values are relative, man is a social and biological creature, living is concerned with being and becoming

oneself, each individual is important, democracy and learning are inextricably related, and human affairs should proceed with critical intelligence. The respondents' perceptions of current and future problems was less uniform although they asserted that continuing learning is crucial to the survival of American society. They recommend (1) the adoption of a set of goals for adult education, (2) convincing the public that continuing learning is of primary importance in a world of change and (3) creating conditions which give material and moral support to the establishment of continued learning. The appendices include a 25 page bibliography. (SA)

ED 083 372 CE 000 302

General Drafting. Technical Manual.

Department of the Army, Washington, D.C.

Report No—TM-5-581A

Pub Date 3 Oct 72

Note—223p.; This document supersedes TM-5-

230, October 29, 1962

Available from—Superintendent of Documents,

U.S. Government Printing Office, Washington,

D.C. 20402 (488-579/19)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Drafting, Engineering Drawing,

Engineering Graphics, Geometric Concepts, In-

structional Materials, Manuals, *Military Per-

sonnel, Reprography, *Technical Illustration

Identifiers—*Military Occupation Specialty, MOS

The manual provides instructional guidance and reference material in the principles and procedures of general drafting and constitutes the primary study text for personnel in drafting as a military occupational specialty. Included is information on drafting equipment and its use; line weights, conventions and formats; lettering; engineering charts and graphs; geometrical construction; intersections and developments; multiview projections; pictorial drawing and sketching; dimension and notes; and methods of reproduction. The appendices are lists of references, abbreviations, and illustrations and tables. There is also a subject index. (AG)

ED 083 373 CE 000 303

Rogers, David J. Silverstein, Charles

A Practical Guide to Employing the Low-Skilled, Disadvantaged Worker. Supplementary Report.

YMCA of Metropolitan Chicago, Ill.

Spons Agency—Manpower Administration

(DOL), Washington, D.C. Office of Research

and Development.

Report No—DLMA-82-15-70-11-2

Pub Date Feb 73

Note—96p.

Available from—National Technical Information

Service, Springfield, Va. 22151 (PB-221 965,

MF \$1.45, HC \$7.00)

Document Not Available from EDRS.

Descriptors—*Disadvantaged Groups, Employer

Employee Relationship, *Employment Quali-

fications, Guides, Job Skills, Job Tenure, Job

Training, Management, Manpower Develop-

ment, *Manpower Utilization, Motivation,

Orientation, *Personnel Selection, Social Ser-

vices, *Work Environment

The report supplements the YMCA Manpower

Project final report (PB-221 304). The final re-

port discussed problems encountered in seek-

ing company involvement, and problems and re-

commendations evolving from in-company ac-

tivities; this guide is intended as a handbook for

company personnel and government agencies that

are interested in improving the chances that low-

level personnel, especially those from disadvan-

taged backgrounds, will do well in employment.

It notes the discussions that took place in a 2-year

series of conferences with employer and union

representatives on practical ways of keeping low-

skilled workers productively on the job. It covers

manpower selection and orientation, supportive

services, training, motivation, supervision, and

higher management's role. (Author)

ED 083 374 CE 000 308

Wheaton, William L. C. And Others

Adapting Professional Manpower from Aerospace

to Urban Government. Final Report.

California Univ., Berkeley, Extension Div.

Spons Agency—Department of Housing and

Urban Development, Washington, D.C.; Man-

power Administration (DOL), Washington,

D.C. Office of Research and Development.

Report No—DLMA-82-11-71-22-2

Pub Date 31 Aug 72

Note—226p.; Report of the Aerospace Orientation Program, University of California at Berkeley

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-221 622, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Aerospace Industry, *Career Change, Career Planning, Employment Opportunities, *Employment Qualifications, Followup Studies, Government Employees, *Job Placement, Occupational Mobility, Orientation, Professional Personnel, *Retraining, Work Environment

The combined effort to first orient, and then place, 185 unemployed aerospace professionals into state and local government jobs is analyzed. Twelve months after placement activities commenced, 80% of the program participants are reported as now employed, with 70% employed in State/local jurisdictions. Previous decision making experience by the participant seems to be a principal requisite for successful career transfer. Local government administrative innovations also appear to foster successful transfer for aerospace personnel. Follow-up interviews after six and nine months of placement indicate how most of the trainees have adapted to a new environment and how their skills can be transferred from the private to the public sector. The one month orientation period at Berkeley is seen as an important service to the participants in assisting their career transfer. (Author)

ED 083 375 CE 000 309

Forrest, Ernest E., Jr.

How Military Personnel Can Stretch Their Dollars.

Army War Coll., Carlisle Barracks, Pa.

Pub Date 18 May 72

Note—295p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-764 406, MF \$1.45, HC \$16.75)

Document Not Available from EDRS.

Descriptors—Income, *Military Personnel, *Money Management

Identifiers—Personal Finance Training

The paper deals with the need for personal finance training in the service. Through the media of a survey conducted at the USAWC and CGSC, it was determined that personal finance training was highly desired by respondents, that the median knowledge level of personal finance subjects was very low, and that most of the respondents could improve their personal finance status with realistic personal finance training. Subject areas most frequently selected for a personal finance training program were: Real Estate, Income Tax, Estate Planning; Mutual Funds, Retirement Benefits, Securities, VA Benefits, and Survivor's Benefits. (Author)

ED 083 376 CE 000 310

Orvis, James Worthington

An Evaluation of the California Highway Patrol High School Information and Education Program.

Pub Date Jun 73

Note—75p.; MS Thesis, Naval Postgraduate School, Monterey, California

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-764 112, MF \$1.45, HC \$5.75)

Document Not Available from EDRS.

Descriptors—Attitude Tests, *Changing Attitudes, Grade 11, Grade 12, Human Relations Programs, *Law Enforcement, Masters Theses, *Police, *Police School Relationship, Questionnaires, *Student Attitudes

An evaluation of the California Highway Patrol High School Information and Education Program was conducted to determine if the program was effecting a positive change in the attitudes of young people toward law enforcement and law-enforcement officers. A twenty-five item questionnaire was administered to eleven and twelfth grade students in two Monterey Peninsula high schools. The Highway Patrol Program was presented in one of the schools and then both schools were retested using the same questionnaire. No significant change in attitudes was found. (Author)

ED 083 377

CE 000 311

Fucigna, Joseph T. And Others

Basic Training Program for Emergency Medical Technicians: Ambulance Concepts and Recommendations.

Dunlap and Associates, Inc., Darien, Conn.

Spons Agency—National Highway Traffic Safety Administration (DOT), Washington, D.C.

Report No.—DOT-HS-800-878

Pub Date Jun 73

Note—53p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-221 617, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Course Content, *Curriculum Guides, Educational Programs, *Emergency Squad Personnel, *Job Training, Medical Education, *Paramedical Occupations, Standards

The main objective was to develop and pilot test a basic course for ambulance personnel with emphasis on the medical aspect of training. This included the identification of a medically acceptable text or manual, and determining the prerequisites for selecting students and instructors. Secondary objectives were to outline the requirements for additional courses. Some of the topics covered are the concept of emergency medical technician as a new paramedical career, developing and pilot testing a basic training course in emergency medical care, upgrading the performance and status of ambulance personnel, and standards for training and licensing individuals as emergency medical technicians. (Author)

ED 083 378

CE 000 312

Searls, D. Miskimins, R. W.

Work Environment and Disadvantage. Final Report.

Colorado State Univ., Ft. Collins. Experimental Manpower Lab.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-82-06-70-19-4

Pub Date Sep 71

Note—53p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-221 472, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Data Collection, *Disadvantaged Groups, Employment Opportunities, Ethnic Groups, *Evaluation Techniques, *Industrial Personnel, Job Satisfaction, Self Concept, Success Factors, *Work Environment

The report describes a series of empirical evaluations of the work environment and its relation to the disadvantaged worker. Data were collected on 530 subjects in five different industries at both the supervisory and non-supervisory level, using a total of eight instruments, including measures of perceived vocational opportunity, self-concept, ethnic association, self-disclosure, job satisfaction, and job success. The findings are discussed in some detail. (Author)

ED 083 379

CE 000 313

Miskimins, R. W. And Others

Research Manual of the Manpower Laboratory. Final Report.

Colorado State Univ., Ft. Collins. Experimental Manpower Lab.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-82-06-70-19-0

Pub Date Nov 71

Note—209p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-221 522, MF \$1.45, HC \$12.50)

Document Not Available from EDRS.

Descriptors—*Economically Disadvantaged, Interviews, Job Skills, *Job Tenure, *Manpower Utilization, *Manuals, *Measurement Instruments, Questionnaires, Vocational Adjustment The Colorado State University Manpower Laboratory has found or constructed the forms, questionnaires, interview schedules, etc., necessary for research on problems of job retention among the economically disadvantaged. Each form has been presented according to its content, mode of administration, purpose, and validity data (wherever available). Both primary and

secondary instruments have been included. A primary instrument is one that is in wide usage by the Laboratory. Secondary instruments are (1) those which are not in current use but which may have value in the future, and (2) those that have been used or are currently being used for specific studies. The Research Manual is an expanding document. At any point in time, it represents the full range of instrumentation required by the Laboratory's research objectives. (Author)

ED 083 380

CE 000 314

Miller, C. Dean And Others

Supervising Coaches in Manpower Programs: A Manual for Supervisors. Final Report.

Colorado State Univ., Ft. Collins. Experimental Manpower Lab.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-82-06-70-19-8

Pub Date Sep 71

Note—106p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-221 468, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Guidelines, *Manuals, Performance Criteria, Performance Specifications, Personnel Evaluation, Personnel Selection, Program Planning, *Supervisor Qualifications, *Supervisors, *Supervisory Training

The document is a handbook which provides guidelines for both experienced and inexperienced supervisors of job coaches, on such topics as: developing effective supervisory skills; factors related to the selection of coaches; outlines of and suggestions for developing and conducting orientation and training programs; and 'pitfalls' of supervision as reported by both coaches and their superiors. The manual may also serve as a valuable resource in the planning and direction of job coaching programs. (Author)

ED 083 381

CE 000 315

Keil, E. C. Barbee, J. R.

A Job Interview Training Program. A Trainer's Manual. Final Report.

Colorado State Univ., Ft. Collins. Experimental Manpower Lab.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-82-06-70-19-6

Pub Date Nov 71

Note—44p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-221 442, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Behavior Change, *Disadvantaged Groups, *Employment Interviews, Feedback, *Manuals, Performance Criteria, Role Playing, *Training Objectives, Training Techniques, Videotape Recordings, Vocational Education

The report consists of a manual for use in the training of disadvantaged clients to engage in more effective behaviors during the employment interview. The instructional system makes use of the identification of specific behaviors, videotaped feedback, role playing, and social reinforcement for approximations to the desired behavior. The program is relatively brief and consists of three sessions with high face validity for disadvantaged clients. Along with other information, the manual specified program objectives, techniques, and procedural details. (Author)

ED 083 382

CE 000 316

Industrial Arts and the Challenge of an Urban Society. Representative Addresses and Proceedings of the American Industrial Arts Association Annual Conference (35th, Atlantic City, N.J. 1973).

American Industrial Arts Association, Washington, D.C.

Pub Date 73

Note—485p.

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—*Career Education, *Conference Reports, Curriculum Development, Elementary Grades, Environmental Education, *Industrial Arts, *Industrial Education, Secondary Grades, Teacher Educators, Urban Environment, *Urbanization

Identifiers—AIAA, *American Industrial Arts Association

8 Document Resumes

General session addresses focus on urban society and its impact on environment, government, and education with special emphasis on the industrial arts. Seventeen speeches within the AIA divisions of ACESIA, ACIAS, ACIATE, and AIACSA are included. Representative addresses from the major group and special interest sessions deal with the following subjects: accountability, aerospace, career education, construction, curriculum, environment, games, individualized instruction, interdisciplinary studies, manufacturing, materials, metric system, power, professional publications, special education, teacher education, technology, and urban crisis. The business of the Association is also reported. A comprehensive index is included. (MS)

ED 083 383 CE 000 317

Prediger, Dale And Others
A Nationwide Study of Student Career Development; Summary of Results.

American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.

Pub Date 73

Note—70p.; Manuscript preprint of ACT Research Report No. 61

Available from—Publication and Information Services Division, American College Testing Program, P.O. Box 168, Iowa City IA 52240 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Choice, *Career Education, *Career Planning, High School Students, Junior High School Students, *National Surveys, *Occupational Guidance, Occupational Information, Student Needs, *Vocational Development
 The primary objective of the study was to assess and summarize core aspects of the career development of American youth. A nationally representative sample of approximately 32,000 8th, 9th, and 11th grade students in 200 schools participated in the study in the Spring of 1973. This report focuses on the more salient findings of the study with results presented in terms of what students say, do, and know about career development. A major finding is the sharp contrast between need for help with career planning and the help students have been receiving. In general, study results support the current emphasis on career guidance and career education. Because the study is unique both in its focus and its national scope, results should provide educational policy makers and planners at both the national and local levels with a new perspective on the career development status and needs of students. (Author)

ED 083 384 CE 000 346

Training Course for Power Operating Personnel. Lesson No. 6: Alternating-Current Generator Excitation.

Department of the Interior, Denver, Colo. Engineering and Research Center.

Pub Date Jun 73

Note—59p.; Revised edition

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Electromechanical Technology, Engineering, Hydraulics, Industrial Personnel, Industrial Training, Instructional Materials, *Power Mechanics, *Study Guides

Subjects covered in this text are controlling the hydroelectric generator, generator excitation, basic principles of direct current generation, direction of current flow, basic alternating current generator, alternating and direct current voltage outputs, converting alternating current to direct current, review of the basic generator and commutation, generator components, eddy currents, classification of direct current generators, generator buildup, the series generator, the shunt generator, the compound generator, commutation, armature reaction, and review of direct current generators. Thirty figures supplement the text. Forty test questions and answers are included. (MS)

ED 083 385 CE 000 357

Smith, Arthur De W.

Generic Skills for Occupational Training.

Saskatchewan NewStart, Inc., Prince Albert. Spons Agency—Training Research and Development Station, Prince Albert (Saskatchewan).

Pub Date Sep 73

Note—169p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Ability, *Basic Skills, *Data, Human Development, Instructional Materials,

*Program Development, *Skill Analysis, Skill Development, *Skills
 Identifiers—Generic Skills

Generic skills are those overt and covert behaviors which are fundamental to the performance of many tasks and subtasks carried out in a wide range of occupations and which are basic to both specialized applications and job specific skills. They consist of academic, reasoning, interpersonal and manipulation skills. The generic approach is important to occupational training because it is prescriptive, integrated with basic education, and economical. Generic skills are based upon the premise that every occupation requires a worker to function in relation to data, people, and things, in varying degrees. It is the relationship to data which is the focus of this study. Data has been gathered on 27 occupations in four geographical areas. After its analysis, specifications for the development of data skills training packages have been completed. The training packages consist of (1) a discrete curriculum package for each unit, with objectives, tests, and references, (2) an instructor's manual, (3) an answer book, and (4) individualized learning packages where needed. The packages are expected to be ready for pilot testing in January 1974. (Author/MS)

ED 083 386 CE 000 361

A Pennsylvania State Plan for the Administration of Vocational-Technical Education Programs. Part I—Administrative Provisions. Fiscal Year 1974.

Pennsylvania State Dept. of Public Instruction, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

Pub Date 73

Note—142p.; This is the amended Fiscal Year 1973 Plan, for Part II, see CE 000 362

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Administrative Policy, *Administrator Guides, Consumer Education, Financial Policy, Homemaking Education, Poverty Programs, Residential Schools, *Statewide Planning, Teacher Education, *Technical Education, *Vocational Education, Work Study Programs

Identifiers—*Pennsylvania

The first of two parts, this portion concerns itself with administrative provisions according to these categories: general provisions, fiscal control and funding accounting procedure, State vocational education programs, vocational education programs for the disadvantaged, vocational education research and personnel training, exemplary programs and projects, residential vocational education schools, consumer and homemaking education, cooperative vocational education programs, and work study programs for vocational education students. These provisions constitute the basis upon which eligibility of the State for Federal funds is determined. Eleven specific appendices from the 1973 State plan are not included because they are official Pennsylvania State and Pennsylvania Department of Education documents and have already been widely distributed. (For part II, see CE 000 362.) (AG)

ED 083 387 CE 000 362

A Pennsylvania State Plan for the Administration of Vocational-Technical Education Programs. Part II—Annual and Long-Range Program Provisions. Fiscal Year 1974.

Pennsylvania State Dept. of Public Instruction, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

Pub Date 73

Note—151p.; For Part I, see CE 000 361

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Administrator Guides, Demography, Educational Legislation, Employment Opportunities, *Improvement, Inservice Teacher Education, Manpower Needs, *Objectives, Preservice Education, *Program Development, State Programs, *Vocational Education, Vocational Education Teachers

Identifiers—Higher Education Act of 1965, *Pennsylvania

The document establishes annual and long-range program plan provisions for the development, expansion, and improvement of vocational education for youth and adults of the Commonwealth. It describes the bureau's long-range objectives and annual program provisions for service based upon evidence of manpower needs, job opportunities, population characteristics and

availability of vocational education to people of all ages throughout the State. It also sets forth the long-range and annual program provisions for inservice and pre-service training for vocational education teachers under Part F of the Higher Education Act of 1965. (Author/AG)

ED 083 388 CE 000 363

Pre-trial Intervention: The Manhattan Court Employment Project of the Vera Institute of Justice. Final Report.

Vera Inst. of Justice, New York, N.Y.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date 72

Note—70p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Correctional Rehabilitation, Court Cases, Court Litigation, *Courts, Criminals, *Experimental Programs, Group Counseling, Individual Counseling, Intervention, Job Development, Legal Problems, Life Style, *Manpower Utilization, Nonprofessional Personnel, Pilot Projects, Recidivism, *Vocational Development

The final report of an experimental pre-trial intervention program of intensive manpower services (individual and group counseling and job, training, or academic placement with the help of career developers) for selected defendants in Manhattan covers the period November 1967 through October 1970. After three years and 1,300 participants, dismissals recommended by the project were being granted in 61 percent of the cases. The project demonstrated that pre-trial counseling and career development can be introduced into an existing court situation, that it can effect positive changes in the life-styles of defendants within a three-month period resulting in a lower recidivism rate, and that nonprofessionals (exconvicts and exadicts) can be recruited and trained to perform effectively as staff counselors. The report includes a project summary and history of the operation, and an epilogue stating that since termination of the demonstration phase of the pilot project it has been incorporated, has doubled its scope to include Brooklyn and the Bronx, and has continued to receive the support of the city and court. (MS)

ED 083 389 CE 000 373

Gunner's Mate M 1&C. Rate Training Manual.

Bureau of Naval Personnel, Washington, D.C.;

Naval Personnel Program Support Activity, Washington, D.C.; Naval Training Publications Detachment, Washington, D.C.

Report No—NAVTRA-10200-B

Pub Date 73

Note—393p.; Revised 1972

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 0502-051-0010)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Armed Forces, Electronics, *Enlisted Men, *Improvement, *Manuals, *Military Personnel, Military Training

Identifiers—Weaponry

This document is one of a series of manuals designed to provide enlisted men with background information that will be useful in preparing for advancement in rating and necessary in the proper performance of their duties. The manual serves as an aid for enlisted men who are preparing for advancement to Gunner's Mate Missiles 1 and C and covers the areas of missile handling and storing missile launching systems; loading, unloading and dud-jettisoning; electricity and electronics; hydraulics in missile launching systems; pneumatic equipment and components; ammunition and magazines; ballistics, firecontrol and alignment; maintenance, adjusting, repair and overhauling; administration and supply; and safety. Illustrations, diagrams, and a subject index are included. (AG)

ED 083 390 CE 000 374

Schiller, Bradley R.

The Allocation of Training Resources in the WIN Program. Final Report.

Maryland Univ., College Park. Dept. of Economics.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date 14 Sep 73

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Federal Government, Models, Poverty Programs, *Poverty Research, *Racial Discrimination, *Resource Allocations, *Sex Discrimination, Statistical Studies, Training Allowances

Identifiers—WIN, Work Incentive Program

The basic objective of the study was to determine whether discrimination is operative in the training component of the WIN program, and to develop and utilize models for measuring its dimensions. The study concludes that no evidence of racial discrimination in WIN training allocations is observable but substantial evidence exists that women are not being referred to WIN training slots on the same basis as men, even after taking account of previous background and that the origin of the discrimination is not clear. These conclusions were reached after a statistical model was formulated for analyzing the WIN employability process as applied to client data collected through personal interviews at 29 urban WIN sites during the summer and fall of 1971. (AG)

ED 083 391 CE 000 375

Trexler, Robert C. Butler, Patrick J. **Methods for Identifying On-the-Job Training Content When Surrogate Jobs are Used for Training.**

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C. Report No.—HumRRO-TR-73-22

Pub Date Oct 73

Note—165p.; Work Unit JOBG0AL II

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Armed Forces, Data Analysis, Foreign Countries, Foreign Culture, *Job Analysis, *Military Personnel, *Models, *On the Job Training, Program Development, Statistical Data, *Task Analysis

Identifiers—Viet Nam

Research into problems associated with job training programs resulted in a method for defining on-the-job training where a substance organization must serve as the training base for the organization in which the trainee ultimately will serve. The method involves determining the tasks required by the jobs men do in the target organization and determining which job positions in the training organization have the same tasks. The analytical procedures involved in this research permit identification of the best job position within the training organization which can be used as the OJT training position. Three OJT program models were developed, each based upon different assumptions regarding the program structure. In addition, a general method for utilizing the data to develop different programs, responsive to other assumptions and constraints, was developed. (Author)

ED 083 392 CE 000 377

Proceedings from Statewide Conference on Physical Education for Handicapped Children and Youth (1st, Ithaca, New York, October 1-3, 1972).

Ithaca Coll., N.Y.; New York State Education Dept., Albany; Tomkins-Seneca-Tioga Board of Cooperative Educational Services, Ithaca, N.Y.

Pub Date 1 Oct 73

Note—175p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Conference Reports, Exercise (Physiology), Games, Group Activities, *Handicapped, *Handicapped Children, Perceptual Motor Coordination, Physical Activities, *Physical Education, Physical Fitness, Recreational Activities, Swimming

The conference attempted to improve experiences in physical education and recreation for all children, regardless of handicap, through the preparation and demonstration of model instructional units. The 38 units reported are in the areas of perceptual-motor development, physical fitness, aquatics, basic conditioning exercises for gymnastics, leadup skills for group games and team sports, and corrective, developmental, and recreational activities. Addresses by Glen C. Randall, Leo A. Soucy, and James DeBell are included. (MS)

ED 083 393 95 CE 000 379

K through 12 Project in Career Development and Bridging the Gap Between School and Work. Final Report.

Watertown Independent School District 1, S. Dak.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.; South Dakota State Dept. of Public Instruction, Pierre. Div. of Vocational-Technical Education.

Bureau No.—0-361-0159

Pub Date 12 Sep 73

Contract—OEC-0-71-0526

Note—97p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, Curriculum Planning, Educational Programs, Elementary Grades, Program Evaluation, School Community Relationship, Secondary Grades

A three-year project in the Watertown (S. D.) Public Schools was designed to produce greater integration of career education into the existing curriculum of all grades. Individual development was emphasized in the elementary and junior high programs, with more emphasis placed on specific decision-making situations during the final years of high school. The first phase included in-depth planning; the second oriented the staff to the project; the third phase integrated occupational information, exploration, and career education concepts into the curriculum and involved intensive occupational counseling for junior and senior high students. The final phase included data collection and dissemination of project materials and information. The staff project members were the coordinator, senior high occupational counselor, work experience coordinator, occupational counseling specialist, secondary curriculum specialist, elementary curriculum specialist, and information specialist. Seven major goals and strategies used in their attainment are outlined. Results and accomplishments are described. A final evaluation of the project on the last 54 pages of the report includes participant and outside observations, most of which point to an exceptionally successful program. (MS)

ED 083 394 CE 000 383

Clemente, Frank Summers, Gene F.

Age and the Journey to Work.

Wisconsin Univ., Madison. Center of Applied Sociology.

Spons Agency—Economic Development Administration (DOC), Washington, D.C.; National Inst. of Mental Health (DHEW), Bethesda, Md.; Wisconsin Univ., Madison. Coll. of Agricultural and Life Sciences.

Report No.—RID-73-13

Pub Date [73]

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Age, Age Differences, *Correlation, *Distance, Geographic Location, *Mobility, Occupational Surveys, Transportation, *Travel

An Hypothesis suggesting an inverse association between age and distance traveled to work was tested by correlation analysis. The results indicated no support for the expected linear relationship between age and distance commuted. This finding runs counter to the well-documented inverse relationship between age and other dimensions of geographic mobility. Several possible reasons for the failure of age to emerge as a predictor of distance traveled to work are suggested and briefly discussed. (Author)

ED 083 395 CE 000 384

Caro, Paul W. And Others

Research on Synthetic Training: Device Evaluation and Training Program Development.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.

Report No.—HumRRO-TR-73-20

Pub Date Sep 73

Note—58p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aviation Technology, *Flight Training, Program Development, Program Evaluation, *Simulators, Training, *Transfer of Training

Two studies were conducted to evaluate a fixed-wing instrument procedures training device and to develop a training program for use with it. In the first, a group of trainees who received synthetic instrument flight training with the new device were compared with a control group who did not. Men trained with the device performed

more satisfactorily than the control group. The second study concerned development and evaluation of an instrument flight training program designed for use with the new device. Results showed a 40 percent reduction in flight hours required to attain twin-engine transition and instrument flight objectives. It appears that concepts used in developing the program using the device apply to other flight training courses and other programs utilizing training devices. The research was performed by HumRRO Division 6, Aviation, Fort Rucker, Alabama, under Work Unit SYNTRAIN II. (Author/MS)

ED 083 396 CE 000 385

Minority Employment in State Government, 1971. North Carolina Human Relations Commission, Raleigh.

Pub Date Apr 72

Note—63p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American Indians, *Employment, *Equal Opportunities (Jobs), *Minority Groups, Negroes, Questionnaires, *State Government, State Surveys, *Statistical Surveys

Identifiers—"North Carolina"

The report explores the positive and negative aspects of the employment of minority group citizens (primarily Negroes and American Indians) in North Carolina State Government. It is based upon a 1971 questionnaire survey of State Agency Directors by members of the Commission staff. The first part of the report is a statistical survey of the number and places of minority citizens employed in State Government. Factors such as occupational and salary level, distribution by sex, and degree of segregation are treated. It was learned that the numerical increase of minority group employees has not kept pace with the overall increase in State Government employment. Vast areas of employment in State Government are still closed to minority groups beyond the token level. The second part is comprised of appendices of supporting statistics and the questionnaire. (AG)

ED 083 397 CE 000 386

Work Book for Shorthand Excellence.

Civil Service Commission, Washington, D.C. Communications and Office Skills Training Center.

Pub Date 71

Note—178p.; An Interagency Training Program Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (0-425-538)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Improvement Programs, Manuals, *Refresher Courses, *Stenography, *Workbooks

The document is designed as a refresher course to help clerical-secretarial employees who take Gregg Shorthand Simplified or Diamond Jubilee work toward higher speed and accuracy. Its particular objectives are: to increase the secretary's ability to meet dictation requirements; to build an awareness of the importance of correspondence procedures, Government style practices, and shorthand shortcuts and tips necessary to maintain paperwork efficiency; and to encourage the secretary to strive continuously for excellence in shorthand. It contains sample dictation, brief forms, and a 70-page section on rules of grammar and style. (Author/AG)

ED 083 398 CE 000 388

Instrument Pilot: Airplane. Flight Test Guide, Part 61 Revised 1973, AC 61-56.

Federal Aviation Agency (DOT), Washington, D.C. Flight Standards Service.

Pub Date 73

Note—31p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 5011-00065, \$0.35)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Certification, Equipment, *Flight Training, *Guides, *Instrumentation, Standards, *Tests

Identifiers—"Instrument Pilot (Airplane)"

This flight test guide is designed to assist the applicant and his instructor in preparing for the flight test for Instrument Pilot Airplane Rating under Part 61 (revised) of Federal Aviation Regulations. It contains information concerning pilot operations, procedures, and maneuvers rele-

vant to the flight test required for the Instrument Rating. Maneuvering by reference to instruments, IFR navigation, instrument approaches, cross-country flying, and emergencies are outlined. A suggested flight test checklist is included. (KP)

ED 083 399 CE 000 389

Wittman, Karl S. And Others

Health Occupations Competency Survey. Summary of Final Report.

Hudson Valley Community Coll., Troy, N.Y.; New York State Education Dept., Albany. Bureau of Occupational Education Research.

Pub Date 73

Note—83p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Emergency Squad Personnel, Employment Opportunities, *Entry Workers, *Health Occupations, *Health Occupations Education, Job Analysis, Nurses Aides, *Occupational Surveys, Occupational Therapy Assistants, Physical Therapy Aides, Practical Nurses, Questionnaires, *Skill Analysis, Task Analysis

The report examines the entry level competencies required and the opportunities available in nurse assisting, therapy assisting, environmental health assisting, community health assisting, medical/dental assisting, and emergency assisting. The fields were chosen because of the number of entry level positions available and opportunities for future employment growth. A questionnaire and interview procedure were combined in which respondents were supervisors and staff of health and environmental service institutions in New York. Based on a 34% questionnaire return, it was concluded that salary level was the primary barrier for both initial employment and job retention for entry level workers. Other barriers were lack of foreseeable upward mobility, poor skills training, and lack of communication skills. The most important areas of educational preparation were understanding instructions and knowledge of medical terminology. (AG)

ED 083 400 CE 000 390

Business Mathematics Syllabus.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date 73

Note—181p.; 1973 Revision

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Arithmetic, Business Skills, *Business Subjects, *Courses, Curriculum Guides, *Grade 10, *Grade 11, Instructional Materials, *Mathematics, Units of Study (Subject Fields)

Identifiers—*Business Mathematics

The course is designed to build the knowledge and skills necessary to solve a variety of arithmetic problems that are commonly found in business situations, specifically for occupationally oriented students who have the ultimate objective of gainful employment in offices or stores, or who are preparing for careers in fields such as agriculture, beauty culture, home economics, or food services. It is an advanced course for high school tenth or eleventh graders who have a reasonable mastery of fundamental arithmetic and contains curriculum concepts and general teaching suggestions, overview of content, administrative considerations, fundamentals, refresher, business cycle, banking and finance, office mathematics and personal money management. The appendixes cover: aliquot parts; measurement; 60-day, 6% method applications; metric conversion table; and ability forms for appraising basic arithmetic ability. (AG)

ED 083 401 CE 000 391

Career Development Plan, 1973: Overview.

New York State Education Dept., Albany. Bureau of Guidance.

Pub Date 73

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, Decision Making Skills, *Educational Objectives, Educational Programs, Job Skills, *Models, Occupational Clusters, Personal Growth, *Program Descriptions, Social Maturity, Vocational Development

Identifiers—New York

The purpose of the overview is to describe in narrative and graphic form, processes for incorporating career development activities in the educational program of local school districts which can be related to identifiable and measurable consumer objectives. Possible feasible and desira-

ble outcomes are in the areas of decision-making skills, personal-social skills and job task skills. A career development model named "American Work Life Studies" is presented which can be used for training, orientation, and exploration as well as for analysis purposes. It utilizes a three-dimensional conceptual format of data-people-things, temperaments, and job clusters. A seven-stage strategy for creating a career development program is briefly discussed and presented through PERT charts. (MS)

ED 083 402 CE 000 392

Vocational-Technical High School Students in Nassau County, 1965-1969. A Followup Survey.

Nassau County Board of Cooperative Educational Services, Jericho, N.Y.; New York State Dept. of Labor, Albany. Research and Statistics Office.; New York State Education Dept., Albany. Bureau of Occupational Education Research.

Report No.—B-194

Pub Date Apr 73

Note—77p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Employment Experience, Employment Patterns, Employment Potential, Employment Qualifications, Employment Statistics, *Entry Workers, Graduate Surveys, Job Skills, Job Training, *Occupational Surveys, *Relevance (Education), *Vocational Education, *Vocational Followup, Vocational High Schools, Wages

Identifiers—Nassau County

Findings are presented based on a survey of work experience of persons who completed or dropped out of industrial and technical vocational programs in Nassau County's high schools during 1965-1969. The report covers, as of 1970, the labor force status of these former students and the kinds of jobs they held. It seeks to determine the extent to which their jobs were related to their high school training and, where they were unrelated, the reasons for that. Earnings in related and unrelated jobs are compared, and the contribution of vocational education in meeting needs for skilled craftsman is considered. The report also summarizes the opinions of the former students about their vocational education experience. (More than half of this report is composed of appendixes, primarily tables presenting detailed numerical results.) (Author)

ED 083 403 CE 000 393

Graham, Florence E.

Office Procedures. Instructor's Guide for an Adult Course.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.

Pub Date 73

Note—36p.; Part VI in a series: Preparation for Certified Professional Secretary Examination. (For Part I, see ED 074 351; Part V, ED 074 352)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, *Business Education, Clerical Occupations, Course Content, Course Objectives, Curriculum Development, *Office Practice, *Secretaries, *Teaching Guides, Teaching Methods, Tests, Training

Identifiers—*Certified Professional Secretary Examination

This booklet describes and outlines a course, "Office Procedures", which is intended as a review for people preparing to take Part VI of the Certified Professional Secretary (CPS) Examination. The ten lessons cover secretarial planning, office management, the physical office environment, records management, data processing, communications media in the office, making copies of printed material, writing business letters and memorandums, writing business reports and other material, and sources of business information. Each chapter lists objectives, content outline, and teaching suggestions together with 25 bibliographic references. (KP)

ED 083 404 CE 000 394

Richardson, Clyde M. Eckard, Melvin L.

A Guide to Success in Extension for New Colorado Extension Employees.

Colorado State Univ., Ft. Collins. Cooperative Extension Service.

Pub Date Dec 72

Note—40p.; For related documents, see CE 000 395 and CE 000 396

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—County Officials, *Employees, *Extension Agents, Government Employees, *Guides, Instructional Materials, Manuals, *Orientation Materials

Identifiers—*Colorado

The orientation guide of the Colorado Extension Service is to be used in conjunction with the Supervisor's Guide to provide a more systematic introduction to the work for new employees. It covers personal and family needs; office and organizational procedures; techniques in meeting the people; the Extension organization, position, job, duties, and roles; the program development process; and professional competence and improvement opportunities. Suggested checklist of subjects which should be discussed and understood accompany descriptions of objectives and priorities without setting forth strict rules or specific answers. Score cards for meetings and circular letters are included for evaluation of work. Seven recommended readings are listed. (MS)

ED 083 405 CE 000 395

Richardson, Clyde M. Eckard, Melvin L.

A Supervisor's Guide for the Orientation of Extension Employees.

Colorado State Univ., Ft. Collins. Cooperative Extension Service.

Pub Date Apr 73

Note—52p.; For related documents, see CE 000 394 and CE 000 396

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—County Officials, *Extension Agents, Government Employees, *Guides, Instructional Materials, Manuals, *Orientation Materials, *Supervisors

Identifiers—*Colorado

The guide is intended to assist Extension Service Supervisors plan and carry out activities to help their subordinates adjust to new jobs and become meaningfully productive as soon as possible. Modification to fit specific requirements is recommended. The orientation process is described, and its seven phases are treated separately: personal needs; office orientation; meeting people; the organization; position, job, duties, and roles; program development; and professional improvement. Checklists of items to be discussed or explained are included, along with suggested activities for the new employee and suggestions for the supervisor. Recommended readings are listed separately and at appropriate sections throughout the guide. Appendixes cover duties of subject matter specialists and county extension staff, problem solving functions of the extension professional, and score cards for evaluating meetings and circular letters. (MS)

ED 083 406 CE 000 396

Richardson, Clyde M.

A Comprehensive Evaluation of the Colorado Cooperative Extension Service New Employee Orientation Program.

Colorado State Univ., Ft. Collins. Cooperative Extension Service.

Pub Date Jul 73

Note—254p.; For related documents, see CE 000 394 and CE 000 395

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—County Officials, Employees, *Extension Agents, Government Employees, *Guides, *Orientation Materials, *Program Evaluation, Supervisors

Identifiers—*Colorado

The orientation program of the Colorado Cooperative Extension Service was evaluated over a year and a half period focusing on revision of the Supervisor's Guide [CE 000 395] and development of the guide for new employees [CE 000 394]. Among the findings were that the supervisor's use of the Guide was directly proportionate to his willingness to accept orientation as a supervisor's responsibility and that the new employee's satisfaction with his orientation was directly proportionate to how much the Guide was used. Recommendations for future implementation center around improving the degree of Guide usage since many supervisors report a lack of understanding of their responsibility in orientation. Appendixes include several opinion studies done at different periods and the two guides investigated. (MS)

ED 083 407 95 CE 000 398

Long, Huey B.

Adult Education in Church and Synagogue: A Review of Selected Recent Literature.

Syracuse Univ., N.Y. ERIC Clearinghouse on Adult Education; Syracuse Univ., N.Y. Publications Program in Continuing Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 73

Note—62p.; Occasional Papers Number 37

Available from—Publications in Continuing Education, Syracuse University, 224 Huntington Hall, Syracuse, N.Y. 13210 (\$2.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, *Adult Education Programs, Adult Educators, *Church Programs, *Church Role, Educational Programs, Judaism, *Literature Reviews, Religious Cultural Groups

Identifiers—*Synagogues

Although churches and synagogues have greater contact with adults than any other social institution they have traditionally focused educational efforts on the young. Reviews of adult education programs sponsored by religious institutions are examined in four areas: participants; concepts; programming; and personnel and instructional techniques. The literature generally was published since 1965 and indicates that adult education in churches and synagogues is experiencing differentiation and integration. There are problems of conceptualization, structure, finances, personnel, and techniques. Within this framework of developing programs, conceptual bases range from strict religious emphasis to secular ones. Much of the criticism is directed toward traditional Bible study taught through formal lecture. Another problem area is personnel—most teachers and leaders are amateurs in teaching and theology. Some of the eighty-nine references are annotated. (MS)

ED 083 408 CE 000 399

Adult Education; State Demographic Data.

National Advisory Council on Adult Education, Washington, D.C.

Pub Date Oct 73

Note—221p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Adult Basic Education, *Adult Education, *Census Figures, *Demography, National Surveys, Population Distribution, *State Surveys, Statistical Data

In order to clearly identify the target population of Federal activities in adult education, the Research Committee gathered State-by-State demographic information from the 1970 U.S. Census. This compilation of over 3,700 separate figures provides a profile of adults relating to an eligible population for a Federal-State-Local partnership program. The material is not interpreted and should be considered as an initial resource tool. The data are arranged by State and consists of six principal parts: the target population (persons sixteen years of age and older not enrolled in school who have not completed high school); selected population information (sex, race, Spanish speaking); education information; adult basic education; state correctional institution; and income and occupational information classified by white collar, blue collar, service workers, and farm workers. The target population includes 57,667,171 persons, or 28 percent of the United States population. (MS)

ED 083 409 CE 000 400

Quesada, Gustavo M.

The Relationship between Patron-Dependence, Communication and Development: A Look into Social Integration and Socio-Economic Control.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.; Michigan State Univ., East Lansing, Dept. of Communication; National Research Council, Rio de Janeiro (Brazil).

Pub Date [73]

Note—22p.; Revision of paper presented at Third World Congress for Rural Sociology (Baton Rouge, Louisiana, August 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Farmer Education, Agricultural Education, *Agricultural Research Projects, Agricultural Skills, Communications, Developing Nations, Extension Education, *Farmers, Farm Management, Mass Media, Rural Development, *Rural Extension, *Sociocultural Patterns, Socioeconomic Status

Identifiers—*Brazil

Personal interviews were conducted in July, 1967, with 315 farm operators in rural Brazil

where the local extension service had been in operation for more than four years. Patron-dependence (PD) was described as the subscription to a value system, according to the individual's position in the status structure, which produces dependency at different levels on the local hierarchical structure. It was hypothesized that communication variables are more closely related to agricultural knowledge and innovativeness among low PD than among high PD farmers. The high PD individuals were those with low education, minimal extension agent contact, low functional literacy, lower socioeconomic status, few cosmopolite contacts, minimal mass media exposure, low agricultural knowledge and low innovativeness, and possessed fewer cows. They relied more often on the decision-making abilities of those occupying superior positions in the system. The PD variable correlated negatively, as expected, with both the communication variables and variables on development; it was further shown that the relationship between PD and development was not affected by controls on socioeconomic status and social integration. (Five statistical tables and a 36-item bibliography are included.) (SC)

ED 083 410 CE 000 401

Forinash, Melissa R., Ed.

Reader Development: Filmstrips, An Annotated Bibliography.

Free Library of Philadelphia, Pa.

Pub Date Jun 73

Note—51p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Annotated Bibliographies, Bibliographies, Disadvantaged Groups, Educationally Disadvantaged, *Filmstrips, Library Collections, Library Services

The bibliography represents a critically evaluated collection of filmstrips for use with adults and young adults, with special focus on the needs of the under-educated and disadvantaged who read at the eighth grade level or below. Complete bibliographic details make the annotated listing useful as a buying guide. A subject index and an address list of distributors are included. (MS)

ED 083 411 CE 000 402

Ostrander, Edward And Others

Cornell OEO Project: An Exploration in Urban Extension Activity.

State Univ. of New York, Ithaca. Coll. of Human Ecology at Cornell Univ.

Pub Date 71

Note—186p.; For related documents, see CE000403 through 407

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Community Involvement, Community Problems, *Community Service Programs, Community Study, *Consumer Education, *Extension Education, Family Management, *Home Management, Metropolitan Areas, Participant Satisfaction, Urban Environment, *Urban Extension

To explore ways of adapting cooperative extension education to help urban poor families solve their home management and consumer problems, the Cornell-OEO project trained and then employed 38 South Brooklyn women as family assistants to work with over 500 local families. The dynamic program changed frequently during its 2 year term as its range broadened to include provision of information links between existing available services and the families (an expeditor role), shifting emphasis from wide-scope personal service to a more strictly educative function by the family assistants, and preparation of the family assistants to take on community leadership roles after the project ended in June 1971. Basic assumptions regarding the ordering of priorities and the ability of education to solve problems were found to differ widely between professional and community residents. Staff development was hampered by ambiguities of role and organization structure, ethnic mixtures, and the pressures of urban life. A major finding was that families with extensive problems were unable to utilize project help, but those with less severe problems were receptive to lasting aid. It is concluded that urban extension operations can be effectively carried out but should not be counted on as a base for faculty research or student training. (MS)

ED 083 412 CE 000 403

Lichtenstein, Lynn Harding, Margaret

Cornell OEO Project: An Exploration in Urban Extension Activity. Supplementary Report No. 1: The Project Area.

State Univ. of New York, Ithaca. Coll. of Human Ecology at Cornell Univ.

Pub Date Jul 71

Note—31p.; See CE000402

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Service Programs, Consumer Education, *Demography, Extension Education, Home Management, Neighborhood, *Population Distribution, *Urban Environment, *Urban Extension

The site of the Cornell-OEO project in South Brooklyn is described in terms of physical characteristics, ethnic composition, family composition, age of residents, income, and other qualities. Two large housing projects in the area are described. The changing character of the neighborhoods and its impact on the residents is outlined. Tables and maps supplement the text. (MS)

ED 083 413 CE 000 404

Harding, Margaret And Others

Cornell OEO Project: An Exploration in Urban Extension Activity. Supplementary Report No. 2: Families Served by the Cornell-OEO Project.

State Univ. of New York, Ithaca. Coll. of Human Ecology at Cornell Univ.

Pub Date Jul 71

Note—152p.; See CE000402

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Community Involvement, *Community Service Programs, Consumer Education, *Extension Education, Family Life, Family Problems, Home Management, Participant Satisfaction, Program Descriptions, *Urban Extension, *Workshops

The families served in the Cornell-OEO Project in South Brooklyn are described from three points of view: on a one-to-one basis, as selected subgroups, and in terms of educational work with groups. The one-to-one approach was used most. Demographic data for those served this way include family size, ethnic characteristics, residence location, welfare status, sex of household head, and employment status. A three-level typology based on family problem loads was developed. Thumbnail sketches of 75 families representing the three levels are given. The families were divided into subgroups with unique service needs as elderly, one-visit, and prolonged service. Workshops were held in both formal and informal sessions which formed a significant part of the project activity. Critical factors in their success were personal contact, relevance of content, accessibility, and provision of child care. (MS)

ED 083 414 CE 000 405

Cornell OEO Project: An Exploration in Urban Extension Activity. Supplementary Report No. 3: The Cornell-OEO Project Through the Eyes of the Participants.

State Univ. of New York, Ithaca. Coll. of Human Ecology at Cornell Univ.

Pub Date Jul 71

Note—49p.; See CE000402

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Involvement, *Community Service Programs, *Extension Education, Nonprofessional Personnel, *Participant Satisfaction, *Program Evaluation, Reports, *Urban Extension

Reported are reviews of the Cornell-OEO Project in South Brooklyn by the family assistants—women who lived in the community and worked with the families served. The collection of statements are presented as they were dictated or written. When the statement was in Spanish it was translated to English. These statements of the family assistants indicate the benefits they felt they derived from the project as well as evaluating the effectiveness of the project from their point of view. (MS)

ED 083 415 CE 000 406

Konan, Mildred

Cornell OEO Project: An Exploration in Urban Extension Activity. Supplementary Report No. 4: Paraprofessionals: Planned and Unplanned Change in a Low-Income Community.

State Univ. of New York, Ithaca. Coll. of Human Ecology at Cornell Univ.

Pub Date Jul 71

Note—26p.; See CE000402

EDRS Price MF-\$0.65 HC-\$3.29

Descriptores—Change Agents, Community Involvement, *Community Service Programs, Extension Education, Low Income Groups, *Non-professional Personnel, Program Descriptions, Subprofessionals, *Urban Extension

The report evaluates the impact of paraprofessionals in a program of planned change, the Cornell-OEO Project in South Brooklyn, which employed and trained local women to serve as family assistants to increase the competence and knowledge of low-income homemakers in the area. Findings indicate that programs where paraprofessionals communicate knowledge can have broad impact, both on the contacted individuals and on their community involvement. Personalized interaction seems to be a significant stimulus to change, perhaps because it involves paraprofessionals who are closer to the people, more sensitive to their problems, and better able to establish rapport than professional outsiders. Programs of planned change may have new opportunities for success by recognizing the role of paraprofessionals in the dynamics of social change. (MS)

ED 083 416 CE 000 407

Harding, Margaret And Others

Cornell OEO Project: An Exploration in Urban Extension Activity. Supplementary Report No. 5: Forms for Data Collection.

State Univ. of New York, Ithaca. Coll. of Human Ecology at Cornell Univ.

Pub Date Jul 71

Note—67p.; See CE000402

EDRS Price MF-\$0.65 HC-\$3.29

Descriptores—Community Involvement, *Community Service Programs, *Data Collection, *Data Sheets, Extension Education, Records (Forms), Reports, *Urban Extension

Forms used for data collection in the Cornell-OEO Project fall into the categories of recruitment and selection, family assistant training, in-service training, supervisory records of family assistants, service-family contacts and visits, reports on visits to Cornell-OEO Project, work with groups outside the project, and analysis forms. Twenty-five forms are included with a statement of their purpose, use pattern, and by whom they were to be completed. Some of the problems encountered in data collection were timing, data transmission delays, language barriers, reluctance to report negative data, and incompatibility of forms and work content. (MS)

ED 083 417 CE 000 408

Gillie, Angelo C., Ed.

The Fourth Annual Pennsylvania Conference on Postsecondary Occupational Education.

Pennsylvania State Univ., University Park. Center for the Study of Higher Education.

Pub Date Sep 73

Note—195p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptores—Annual Reports, *Articulation (Program), Colleges, *Conference Reports, Conferences, Junior Colleges, Participant Satisfaction, *Post Secondary Education, *Vocational Education, Vocational Schools, Vocational Training Centers

Identifiers—*Pennsylvania

The purposes of the fourth annual Pennsylvania conference on postsecondary occupational education were to consider the role of area vocational schools, two year colleges, and senior colleges in the articulation of occupational programs; to provide participants with information that would better enable them to identify some of the elements and useful approaches in articulation; to provide an opportunity for exchange of ideas on topics associated with articulation; and to continue the series of cooperative ventures between The Pennsylvania State University and other Pennsylvania institutions which are aimed at contributing to the overall improvement of occupational education. To achieve these objectives eighteen papers were presented for the 84 conference participants: The text of the papers, an evaluation of the conference, the conference program, its registration list, and its advisory committee are presented in the report. (For the report from the third annual conference, see ED072194). (AG)

ED 083 418 CE 000 409

Conceptual Guidelines for School Health Programs in Pennsylvania: A Program Continuum for Total School Health.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of General and Academic Education.

Pub Date Feb 70

Note—197p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptores—*Curriculum Guides, Educational Programs, *Guidelines, Health Activities Handbooks, Health Books, *Health Education, Health Guides, *Instructional Materials, Instructional Program Divisions

The guide is designed to give practical suggestions to the classroom teacher on the teaching of health with suggestions on scope and sequence of coverage, selection of materials, establishment of policy, and focusing on needs and interests. The principles of health education are discussed. The majority of the guide covers seventeen health instruction areas, each with an introductory rationale, basic concept, suggested pupil outcomes, and suggested pupil-teacher activities keyed to concepts by grade level from kindergarten through grade 13. Shorter sections cover evaluation, school health services and environment, and selected materials and their sources. (MS)

ED 083 419 CE 000 412

A Legal Analysis of Work and Training Requirement under the Work Incentive Program. Final Report on Phase I.

Associate Contract, Research and Analysis, Inc., Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-51-11-72-03-1

Pub Date 29 Jan 73

Note—133p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-220 568, MF \$1.45, HC \$5.45)

Document Not Available from EDRS.

Descriptores—Counseling Effectiveness, Court Litigation, Day Care Services, *Equal Opportunities (Jobs), *Federal Legislation, *Legal Responsibility, Manpower Utilization, Minority Groups, *Occupational Guidance, Sex Discrimination, Standards, Welfare Recipients, Working Women

Identifiers—Talmadge Amendments, *Work Incentive Program

The study has explored the extent and quality of certain effects of mandatory/voluntary distinction in the WIN program, and the potential effects of the Talmadge Amendments. Major findings relate to discrimination against females in WIN, tax credits involving welfare status, enrollees' legal rights, litigations concerning WIN, testing conducted improperly, college training considerations, different standards for AFDC eligibility, adequate child care arrangements for WIN mothers, job placements in a national market which discriminates against minorities and females, expectations of getting off welfare, and attitudes toward counselors. (Author)

ED 083 420 CE 000 413

Trinler, Kenneth T.

The Work Incentive Program and Its Role and Effectiveness in Reducing Welfare Costs.

Army War Coll., Carlisle Barracks, Pa.

Pub Date 1 Feb 73

Note—47p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-760 881, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptores—Childhood Attitudes, Child Welfare, *Costs, Day Care Programs, Family Influence, *Federal Legislation, *National Programs, Parent Child Relationship, *Poverty Programs, *Program Evaluation, Review (Reexamination), Welfare Recipients, Work Attitudes, Working Women

Identifiers—Aid To Families With Dependent Children, *Work Incentive Program

The report discusses how effective the Work Incentive Program (WIN), has been in breaking the cycle of poverty for public assistance recipients. Following a discussion of shortcomings the author states that the basically sound program may still accomplish its original objectives if problem areas are rectified by Congressional action. (Author)

ED 083 421

CE 000 414

Boysen, Alexander M.

Physician's Assistants Role in Health Aid to Developing Nations.

Army War Coll., Carlisle Barracks, Pa.

Pub Date 20 Dec 72

Note—22p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-760 500, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptores—Armed Forces, *Developing Nations, Foreign Policy, Health Personnel, Manpower Utilization, *Medical Education, *Medical Services, *Military Personnel, Military Training, *Physicians Assistants, Public Health Identifiers—Army, *Health Delivery Systems

The contention of the essay is to develop the dictum that the United States Medical Department recognizes the challenge and opportunity to contribute to the health delivery systems of developing nations. The training of clinical physician assistants by the Army provides a practical, flexible, and essential means to aid health programs in developing nations when the opportunity exists. Maximum utilization of men, money, and materials must be accomplished if the medical department is to meet the challenge of delivering the product of medical knowledge, technology, and expertise to the benefit of the masses of people in developing nations who desire these benefits. (Author)

ED 083 422

CE 000 415

Aultman, Mims C.

A Concept of Allied Medical Education for the U.S. Army.

Army War Coll., Carlisle Barracks, Pa.

Pub Date 5 Feb 73

Note—39p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-760 901, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptores—Armed Forces, Certification, *Enlisted Men, Health Personnel, Health Services, *Medical Education, *Medical Services, Military Personnel, Military Training, *Occupational Mobility, *Paramedical Occupations

Identifiers—*Army

More than ten million Americans receive their medical care services through the Department of Defense. The Army Medical Department (AMEDD) directs the largest of the DOD health care systems, of which two are at the officer level and one culminates in warrant officer status. The paper is concerned chiefly with programs at the enlisted personnel level. A discussion of major problems is followed by some recommendations as applied to an all-volunteer Army. (Author)

ED 083 423

CE 000 421

Katt, Beaufort C.

Manpower Programs and Policies of the United States Education and Training Versus Job Creation. A Case Study.

Army War Coll., Carlisle Barracks, Pa.

Pub Date 29 Jan 73

Note—33p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-761 047, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptores—*Administrative Policy, Case Studies, Education, *Government (Administrative Body), *Job Development, Job Training, Labor Supply, *Manpower Development, National Programs

Identifiers—*Manpower Programs

This case study is an analysis of the existing and proposed manpower programs of the United States with specific attention made to two of its broad components. These are education/training and public service employment, sometimes called job creation. Information contained in this work was obtained through library research. Current information regarding reforms was obtained from Senate Hearings and the Congressional Quarterly. The following are major conclusions that can be drawn from this paper: Manpower programs have proliferated to an unmanageable degree. Trends in reforms are as follows: (1) Decentralization of programs to States, local government units. (2) Education/Training is a necessary ingredient of programs but a balance with other forms of manpower management is desirable. (3) Short term

and permanent public service employment is strongly supported by States, cities and more resources (funds) will be committed to this end. (4) Reform proposals submitted to the 92nd Congress were, in the main, feasible alternatives to existing legislation. (Author)

ED 083 424 95 CE 000 425

Three-Year Staff Development Plan 1972-1975. Report of HEW Region II Staff Development Project.

Montclair State Coll., Upper Montclair, N.J.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date [73]

Grant—OEG-0-72-1442

Note—127p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adult Basic Education, Change Agents, Inservice Education, Preservice Education, *Regional Planning, Regional Programs, *Staff Improvement, Statewide Planning, Systems Analysis

The U.S. Office of Education sought applications for a first-year proposal of a potential three-year staff development project in each of nine Health, Education, and Welfare regions. Region II (New Jersey, New York, Puerto Rico, and the Virgin Islands) received one of the grants with the objective of designing a competency-based staff development system. The project staff were to assume the roles of six change agents (analyst, advisor, advocate, systems linkers, innovator, and trainer) to reflect the Project's staff perception of their responsibilities. A systems model was used which contained eight elements; the nature of the elements varied according to the needs of each section of the region because of geographic, cultural, economic, and population differences. It is hoped that an evaluation design will be developed to determine the effectiveness of the Project in coordinating efforts by the region to upgrade pre and inservice training capabilities for personnel in adult basic education. (Details of individual State objectives and procedures as well as a three-year budget summary are included.) (AG)

ED 083 425 CE 000 426

Interrelation Between Population and Manpower Problems: A Joint ECAFE/ILO Seminar; Report and Selected Papers. (Bangkok, Thailand, January 18-30, 1971). Asian Population Studies Series No. 7.

International Labour Office, Geneva (Switzerland); United Nations Economic Commission for Asia and the Far East, Bangkok (Thailand).
Report No—APSS-7

Pub Date Aug 72

Note—127p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Data Analysis, *Demography, *Foreign Countries, Labor Force, *Manpower Development, *Manpower Needs, *Manpower Utilization, Population Distribution, Population Growth, Population Trends, Seminars
Identifiers—*United Nations

Thirty-nine individuals from 20 countries in the Economic Commission for Asia and the Far East (ECAFE) took part in a twelve-day seminar. Ten papers dealing with the ways in which demography factors relate to manpower were presented. The seminar's three objectives were to provide an opportunity for exchange of information, knowledge, and experience among personnel whose activities involve them in the interrelations between population and manpower problems; to examine the impact of population growth on manpower, labor force, and employment needs, with special reference to countries in the region; and to give expert consideration to techniques of assessing, analyzing, and interpreting data on the interrelations between population and manpower problems in the context of development planning. It was concluded that population and manpower policies would be comprehensive and encompass specific aspects of the region. Allowances should be made for flexibility and possible inconsistencies; and programs should be the subject of continuing analysis, assessment, and evaluation. (AG)

ED 083 426 CE 000 427

Shapiro, Theresa R.

A Study of Black Male Professionals in Industry. Manpower Research Monograph No. 26.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Report No—R-Monogr-26

Pub Date 73

Note—27p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 2900-00172, \$0.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Graduates, Data Analysis, Equal Opportunities (Jobs), Field Interviews, *Industrial Personnel, Job Satisfaction, Labor Force, *Males, Manpower Utilization, National Surveys, Negro Achievement, *Negro Employment, Negroes, *Professional Personnel, *Racial Discrimination

The study on which this monograph is based was a first attempt to investigate what happens to the black male college graduate after he enters the white business firm. The data were obtained from interviews in the summer of 1971 with 500 black male professionals and managers employed in private industry. The respondents were chosen from the files of Recruiting Management Consultants, Inc. and represented the ten cities having the largest number of blacks in the labor force, excluding Washington, D.C. and Newark. Of the surveyed black men, most were college graduates, young, with few years of work experience. Slightly more than half were satisfied with their career progress; and most reported good relations with white coworkers, supervisors, and subordinates; but three out of five felt that they did not have the same opportunities as whites in their firm. The validity of their assessment may be substantiated by the fact that only 62 out of a possible 230 white supervisors agreed to be interviewed. (AG)

ED 083 427 CE 000 429

Occupations of Federal Blue-Collar Workers. Sixth Edition.

Civil Service Commission, Washington, D.C.

Manpower Statistics Div.

Report No—Pamph-SM-59-05

Pub Date 31 Oct 70

Note—46p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 06000-0645, \$0.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Blue Collar Occupations, *Employment Patterns, *Employment Statistics, Federal Government, *Government Employees, Manpower Utilization, Occupational Clusters, *Occupational Information, Tables (Data)

The booklet presents the results of the Civil Service Commission's survey of full-time Federal civilian employment as of October 31, 1970. Personnel were reported in almost 1,400 separate occupations and combined into 53 specific job family groups and a "Miscellaneous Occupations" job family. The blue-collar employees made up slightly over 22% of the total full-time work force and nearly all were stationed in the U.S. The number of personnel in blue-collar positions has decreased each year since 1957 (excluding 1961 and 1966), cutbacks in the Department of Defense being responsible for the net loss. The specific tables compiled are: full-time blue collar employment by a) agency and geographic area; b) occupational family, geographic area, and sex; c) occupational family, sex, and supervisory positions; occupational distribution of full-time blue-collar employees by selected agency; comparison of full-time blue-collar employment by major occupational groups and geographic area, 1965-1968-1970; and trend of Federal full-time blue-collar employed by major occupational groups. (AG)

ED 083 428 CE 000 430

Innovation in Law Enforcement. Criminal Justice Monograph. Selections from National Symposium on Law Enforcement Science and Technology. (4th, May 1-3, 1972).

Maryland Univ., College Park. Inst. of Criminal Justice and Criminology; National Inst. of Law Enforcement and Criminal Justice, Washington, D.C.

Pub Date Jun 73

Note—172p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 2700-00194, \$2.35)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Career Ladders, Career Planning, Change Agents, *Changing Attitudes, Communication Problems, Demonstration Projects, Evaluation, *Innovation, *Law Enforcement, *Police Community Relationship, Political Influences, Professional Recognition, *Program Improvement, Working Hours

Identifiers—*Law Enforcement Agencies

This monograph presents a variety of approaches to the practical problem of introducing change into law enforcement agencies. The papers deal with changing the rhetoric of "professionalism," political factors affecting public safety communications consolidation, the climate for change in three police departments (college, suburban, and capital cities), some observations on the change process in the police field, police manpower scheduling by computer, changing urban police, demonstration projects, development of a model career path system for police, and the four day/forty hour work week. Charts, diagrams, and bibliographies are included. (KP)

ED 083 429 CE 000 431

New Approaches to Diversion and Treatment of Juvenile Offenders. Criminal Justice Monograph. Selections from National Symposium on Law Enforcement Science and Technology (4th, May 1-3, 1972).

Maryland Univ., College Park. Inst. of Criminal Justice and Criminology; National Inst. of Law Enforcement and Criminal Justice, Washington, D.C.

Pub Date Jun 73

Note—210p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 2700-00190, \$2.60)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Action Programs (Community), *Community Involvement, Community Role, Correctional Rehabilitation, *Delinquency Prevention, *Delinquent Rehabilitation, *Developmental Programs, Drug Therapy, Human Development, Human Services, *Juvenile Courts, Law Enforcement, Play Therapy, Police Community Relationship, Probation Officers, Problem Children, Workshops
Identifiers—Juvenile Offenders

This monograph presents a variety of approaches to the handling of juvenile offenders, with an emphasis on diverting the juvenile from the criminal justice system. Papers cover the community-based treatment of juveniles in Massachusetts, diversion of juvenile offenders—as a new term used for new directions, human development and treatment programs, the use of the workshop, action research as a change model for corrections, and the role of the community in juvenile delinquency programs. Data charts, diagrams, and bibliographies are included. (KP)

ED 083 430 CE 000 433

Caplan, Nathan

Competency Among Hard-To-Employ Youths. Final Report.

Michigan Univ., Ann Arbor. Center for Research on Utilization of Scientific Knowledge.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No—DLMA-82-24-68-41-1

Pub Date Jun 73

Note—173p.

Available from—National Technical Information Service, Springfield, Va. 22151 (MF \$1.45)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Activities, Disadvantaged Youth, Inner City, *Intervention, *Motivation, Skill Development, *Skills, Social Differences, Social Environment, Socialization, Urban Environment, Urban Youth, *Youth Employment, Youth Problems

Identifiers—Competing Competencies

This report consists of five chapters: the first evaluates a theory of youth unemployment which particularly pertains to youths who are skillful in "nonstandard" competencies—the theory of competing competencies. The second chapter illustrates such behavior through the use of a case history. The third chapter presents empirical support for the theory based on data from two large-scale intervention projects. The development of standard and nonstandard competencies is the focus of the fourth chapter. The final chapter broadens the theoretical discussion and concludes

by applying these ideas more precisely to youth unemployment manpower development programs. (Author)

ED 083 431 CE 000 434
House, Elaine W.

Internship, Leadership and the Advanced Degree in Vocational-Technical Education at Rutgers. Educational Information Series. Monograph Number 1.

Rutgers, The State Univ., New Brunswick, N.J. Dept. of Vocational-Technical Education.
Pub Date Jan 72

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Doctoral Programs, Guidelines, *Internship Programs, Objectives, Program Development, *Program Evaluation, *Technical Education, *Vocational Education
Identifiers—Rutgers University

The Department of Vocational-Technical Education at Rutgers officially came into being in 1963. An internship program was developed as an integral component of the doctoral program, with the approval of members of a symposium assigned the task of determining the purpose for an internship in vocational-technical education. On the basis of an evaluation, it was concluded that the internship has fulfilled three of its four objectives: the internship was related to the field of specialization; the work setting was relatively, if not completely, unfamiliar; and the intern functioned as professional, observer, and student. It was too soon to evaluate the success of the fourth objective—to serve as a realistic transition from past to future employment—since most of the interns have yet to graduate from the program. An appendix containing guidelines for the internship and one containing sample memoranda of understanding complete the booklet. (AG)

ED 083 432 CE 000 435

Skaggs, Kenneth G., Ed. Menefee, Selden, Ed.
Career Curriculum Building in the Community College: Selected Proceedings of Two Workshops: Central Piedmont Community College (Charlotte, N.C., March 23-25, 1972) and Community College of Denver (Denver, Colo., May 4-6, 1972).

American Association of Junior Colleges, Washington, D.C.
Report No.—Pub-18
Pub Date Jun 72

Note—57p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, Career Ladders, Communication Skills, *Community Colleges, *Conferences, Core Curriculum, Curriculum Design, *Curriculum Development, Educational Innovation, Human Services, Instructional Innovation, Law Enforcement, Occupational Guidance, Program Evaluation, Public Relations, Student Needs, Subprofessionals
Two workshops were organized by the American Association of Junior Colleges (AAJC) Program with Developing Institutions at community colleges were good career curricula could be demonstrated. Speeches from the AAJC and twelve community colleges described several innovative programs being developed in career education at the postsecondary level. Topics discussed included current status, elements of curriculum design, student selection, recognition of technical competence rather than formal education in faculty selection, cooperative programs, problems facing innovative programs, meeting the needs of industry, career guidance services, adapting the curriculum to student needs, core curriculum, career ladders, criminal justice education, human services programs and communication skills. A short appendix describes tutorial materials for teaching auto mechanics developed by Central Piedmont Community College. (SA)

ED 083 433 CE 000 436
Smith, William Frank
Career Education, Industrial Arts, and Vocational Education—A Semantic Differential Study.
Pub Date Aug 73
Note—143p.; Ed.D. Dissertation, Arizona State University
Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (MF \$4.99, Xerography \$10.00)
EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Attitudes, *Career Education, Doctoral Theses, Elementary Grades, *Industrial Arts, *Instructional Innovation, Research, Semantic Differential, *Teacher Attitudes, Technical Education, *Vocational Education
Identifiers—Arizona, Mesa

The author has attempted to assess attitude change of elementary teachers toward career education, industrial arts, and vocational education due to participation in implementation of new instructional units in the Mesa (Arizona) Public Schools. A stratified random sampling technique was used to select experimental and control groups of 100 subjects each. Pretesting of all participating teachers was done before the Comprehensive Career Education Model units were implemented and posttesting was done at the end of the 1972-73 school year. To measure connotative meanings of the three concepts, thirteen semantic differential bipolar scales were developed using factorial composition, relevance, and semantic stability. From the thirteen scalar scores three factor scores and a total concept score were obtained by simple addition and rated for evaluative potency and activity directional reactions. Positive changes in the potency, activity, and total concept scores for industrial arts accompanied participation in the units. There is evidence that all three concepts were viewed more positively by teachers involved in career education activities, that career education and industrial arts were viewed more positively by male than female teachers, and that industrial arts were viewed more positively by intermediated than primary teachers. (MS)

ED 083 434 CE 000 437

Competencies for Home Economics Teacher Certification in West Virginia: A Progress Report.

Marshall Univ., Huntington, W. Va. Dept. of Home Economics.

Spons Agency—West Virginia State Advisory Council for Teacher Preparation and Professional Standards, Charleston.
Pub Date Sep 73

Note—21p.; Prepared by West Virginia Home Economics Restudy Committee for Teacher Certification

Available from—Department of Home Economics, Marshall University, Huntington, West Virginia 25701

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Development, Clothing Instruction, Family Relationship, Foods Instruction, *Home Economics, *Home Economics Education, Home Furnishings, Home Management, Housing, Intermediate Grades, Nutrition Instruction, Secondary Grades, *Teacher Certification, Textiles Instruction
Identifiers—*West Virginia

Three proposals for certification of home economics teachers in West Virginia are presented: Home Economics Comprehensive, Grades 7-12; Home Economics Specialization, Grades 4-8; and Home Economics Specialization, Grades 7-9. Competencies developed for each certification pattern are: (1) Child Development-Family Relations; (2) Family Economics-Home Management; (3) Housing, Home Furnishing, and Equipment; (4) Foods and Nutrition; (5) Clothing and Textiles; and (6) Home Economics Education. Emphasis is placed on attainment of competencies, rather than the number of credits earned. This will provide institutions greater flexibility in devising programs which incorporate credit through examination, modules rather than courses, individualized instruction, and other approaches. The relationships among the three levels are analyzed, indicating differing degrees of emphasis with few unique elements in any category. The 29 committee members are listed. (MS)

ED 083 435 CE 000 440

Idelman, Hillis K.

Guidelines in Teaching the Disadvantaged.

New York State Education Dept., Albany, Div. of Education for the Disadvantaged; New York State Education Dept., Albany, Div. of School Supervision.
Pub Date Aug 73

Note—41p.

Available from—Title I Office, New York State Education Department, Albany, New York 12224

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Involvement, *Compensatory Education, *Curriculum Develop-

ment, Curriculum Guides, Disadvantaged Groups, *Disadvantaged Youth, Elementary Grades, *Guidelines, Secondary Grades, Teacher Attitudes

The document was developed to help districts in the planning and carrying out of successful programs for disadvantaged pupils. It provides a rationale for curriculum development as it relates to the disadvantaged, directed to administrators, curriculum workers, and teachers. The three compensatory education priorities are reading, mathematics, and bilingual education. Some promising developments in the field are smaller class sizes, use of teacher assistants, new organizational patterns, team teaching, and new equipment and materials. Teacher attitudes, the value and methods of planning, applying psychological insights, utilization of community resources, and participation are discussed. (MS)

ED 083 436 CE 000 441

Huffstutler, D. Vaughn, And Others

Search for Effectiveness of the Occupational Orientation Programs in the State of Texas. Final Report.

Pub Date Jun 73

Note—133p.; EPD Consortium D. Richardson, Tex

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Educational Programs, *Interviews, Occupational Information, Orientation, *Program Effectiveness, Vocational Development, *Vocational Education, Vocational Education Teachers

Identifiers—Career Awareness, *Texas

The aim of the study was to evaluate the Occupational Orientation programs funded by the Texas Department of Occupational Education. Interviews with 69 staff members rated the adequacy of various program features. Highest ratings were assigned to such items as freedom to utilize materials, equal opportunities, field trips, developing four year plans, and understanding the principle of the program. There were 186 recommendations for program improvements and changes submitted by classroom teachers, occupational orientation teachers, counselors, and administrators. In addition, students participating in the programs in two school systems were evaluated by pretest and posttest. Indications are that the instructional programming was very effective in these school systems. There are 66 tabular presentations containing the major volume of data and information gathered. Appendixes include the interview schedule and the self-evaluation and program analysis form with results. (MS)

ED 083 437 CE 000 442

Knowles, Eric S.

Toward New Opportunities: A Study of Postsecondary Education in Northcentral Wisconsin. Report of Project Crossroads—Wisconsin.

Nicolet Coll. and Technical Inst., Rhinelander, Wis.

Spons Agency—Office of Economic Opportunity, Washington, D.C. Community Action Program.
Pub Date 73

Note—67p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American Indians, College Choice, *Disadvantaged Youth, Dropout Characteristics, Educational Interest, *Educational Opportunities, Educational Research, Family Influence, *Post Secondary Education, Relevance (Education), Student Attitudes, *Student College Relationship, Student Costs, Student Enrollment, *Student Motivation, Youth Opportunities

Identifiers—*Project Crossroads, Wisconsin

Information gathered from various sources was directed toward identifying those areas where programs could be implemented and action taken to increase the enrollment and graduation of students, particularly the disadvantaged. The guiding model emphasized the factors affecting both a person's decision to enter a postsecondary school and his experience and successful completion of schooling. Results indicated that approximately two-thirds of the community youth planned to obtain further education, yet not as many actually enrolled due to indirect money costs, distance, and lack of familiarity. The percentage of disadvantaged who select themselves out of further education is slightly higher than the one-third overall rate. This group as a whole rated their motivation low, whereas Indian youth still retained an interest. One difference between those planning and not planning further schooling

was the role played by the family as a source of information about the schools. Factors which advance the student toward graduation include satisfaction with progress, relevance of education, positive evaluation of school, and slightly higher high school grade point averages. (Sixteen tables are included.) (SC)

ED 083 438 CE 000 448

Advisory Council Member.

Illinois State Board of Vocational Education and Rehabilitation, Springfield. Vocational and Technical Education Div.

Report No.—B-29-672

Pub Date [73]

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Advisory Committees, *Career Education, Committees, Governing Boards, Policy Formation, School Administration

The pamphlet is directed toward the new member of a career education advisory council. It explains why advisory councils are needed and why an individual should join one. An advisory council is defined as a group of persons selected to collectively advise regarding career education efforts within the community, whose members are predominantly from outside the field of education and are selected because of specialized knowledge. The type of role a member fulfills, his term of membership, and what happens to the advice he gives are described. A checklist details what an advisory council can do to help teachers and administrators in the areas of: student career selection, placement, and evaluation; educational programs; public relations; area vocational centers; and recognition of excellence in students. The roles of the school representative and council chairman are outlined. (MS)

ED 083 439 CE 000 449

Suggested Resource and Instructional Materials for Occupational Orientation Classes, Grades 8-12.

Illinois State Board of Vocational Education and Rehabilitation, Springfield. Vocational and Technical Education Div.

Pub Date [73]

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, Booklists, *Career Education, Films, Filmstrips, *Instructional Materials, Library Collections, *Media Selection, Orientation, Orientation Materials, *Resource Guides, Resource Materials, Secondary Grades, Vocational Education

Sources of instructional materials suitable for occupational orientation classes are listed with addresses. The bibliography, divided between grades 8-9 and grades 10-12, covers books, pamphlets, filmstrips, films, kits, vocational interview tapes, recordings, and texts. Attention is called to articles for vocational guidance from "Changing Times" magazine. Introductory material discusses secondary school concerns, educational objectives in occupational information studies, and program content and procedures. (MS)

ED 083 440 CE 000 450

Census of Population: 1970; Subject Reports: Vocational Training. Final Report.

Bureau of the Census (DOC), Suitland, Md. Population Div.

Report No.—FR-PC-2-5C

Pub Date May 73

Note—366p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (PC(2)-5C, \$3.70)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Academic Achievement, Age Differences, *Census Figures, *Employment Patterns, National Demography, Population Trends, Racial Differences, *Salary Differences, School Demography, Sex Differences, *Statistical Data, *Vocational Education

This report presents detailed statistics for the population of the United States on the field of vocational training, classified by various social and economic characteristics. The statistics are based on the 1970 Census of Population. The introduction contains information relating specifically to this report, including definitions. The tables present data for persons with vocational training classified by field of training according to

such characteristics of educational attainment, age, sex, race, labor force status, occupation, earnings in 1969, and industry. The statistics are based on a five percent sample adjusted to represent the total population. "Vocational training" is defined as formal programs completed in high school, through an apprenticeship program, in a school of business, in a nursing school or trade school, in a technical institute, in the Armed Forces, or in Job Corps training. (MS)

ED 083 441 CE 000 452

Fostering the Growing Need to Learn: Designs for the Continuing Education of Health Manpower. Part One, Volume One.

Syracuse Univ., N.Y.

Spons Agency—Health Services and Mental Health Administration (DHEW), Bethesda, Md. Regional Medical Programs Service.

Pub Date Jul 73

Note—242p.; Continued in CE000453; for related documents, see CE000454 through 456

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Adult Education, Adult Learning, *Continuous Learning, Health Occupations, *Health Occupations Education, *Health Personnel, Health Services, *Program Planning, Projects

Identifiers—Project Continuing Education for Health Manpower

This publication is one of four parts of the Project Continuing Education for Health Manpower performed by Syracuse University for the Regional Medical Programs Service. Continuing education is defined as systematic efforts to acquire, maintain, and develop the abilities, skills, knowledge, and attitudes of persons already engaged in providing health care so that they can do their jobs or fill their roles better. This part is intended to aid planners and decision-makers who are responsible for health care and health care delivery. Volume one reports on the project and includes five monographic chapters dealing with the educational process in adult learning and with large social contexts. (Volume two has five more chapters.) The chapters cover a model of continuing education as a problem-solving strategy for health manpower by Alexander N. Charters and R. J. Blakely; life-long self-directed education by Alan B. Knox; the process of planning continuing education programs for health manpower by Dorothy J. Hutchinson; the provision of inservice education for health manpower by Gary Dickinson and Coolie Verner; and the relationship of priorities and data bases to continuing education by Daniel S. Fleisher. Four key relationships are noted in the introduction which fit the chapters together. (MS)

ED 083 442 CE 000 453

Fostering the Growing Need to Learn: Designs for the Continuing Education of Health Manpower. Part One, Volume Two.

Syracuse Univ., N.Y.

Spons Agency—Health Services and Mental Health Administration (DHEW), Bethesda, Md. Regional Medical Programs Service.

Pub Date Jul 73

Note—221p.; Continues CE000452; for related documents, see CE000454 through 456

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Adult Education, Adult Learning, *Continuous Learning, Health Occupations, *Health Occupations Education, *Health Personnel, Health Services, *Program Planning, Projects

Identifiers—Project Continuing Education for Health Manpower

The document is a continuation of CE000452. Five monographic chapters are presented there. The concluding five monographic chapters of this publication concern the health care practitioner as instructor by Hilliard Jason; an approach to a rational scheme for financing continuing education for health manpower by Leon M. Lessinger; the use of analytical techniques to determine health manpower requirements for educational planning by Ann Lewis; social regulation of health manpower by Ruth Roemer; and groping toward a national policy involving regional efforts for improved health service delivery. (MS)

ED 083 443 CE 000 454

A Bibliography for Continuing Educators of Health Manpower.

Syracuse Univ., N.Y.

Spons Agency—Health Services and Mental Health Administration (DHEW), Bethesda, Md. Regional Medical Programs Service.

Pub Date Jul 73

Note—175p.; For related documents, see CE000452 and 453, CE000455 and 456

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adult Education, Adult Learning,

*Annotated Bibliographies, Bibliographic Coupling, Bibliographies, Career Education, Continuous Learning, Health Occupations, *Health Occupations Education, *Health Personnel, Health Services, Literature Reviews

Identifiers—Project Continuing Education for Health Manpower

The purpose of this annotated bibliography and of the project of which it is a part is to aid decision-makers in the continuing education of health manpower. The bibliography is divided into four major categories and numerous minor divisions reflecting four interrelated aspects of continuing education for health manpower. The first covers the scope and levels of the subject; the second deals with adult and continuing education; and the third is on preparatory education; and the fourth is about health care services. There are 440 items, 39 of which are other bibliographies or literature reviews. There are some cross references to show relationships. The items are all in English. All annotations are attributed. There is an author index at the end of the bibliography and an organizational subject index at the beginning. (MS)

ED 083 444 CE 000 455

A Report of Some Significant Activities in Continuing Education for Health Manpower in the United States.

Syracuse Univ., N.Y.

Spons Agency—Health Services and Mental Health Administration (DHEW), Bethesda, Md. Regional Medical Programs Service.

Pub Date Jul 73

Note—111p.; For related documents, see CE 000452 through 454 and 456

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adult Education, Career Education, Continuous Learning, Health Occupations, *Health Occupations Education, *Health Personnel, Health Services, *Literature Reviews

Identifiers—Project Continuing Education for Health Manpower

Supplementing the volume "Fostering the Growing Need to Learn" and its accompanying Bibliography, this descriptive listing of activities is highly selective and emphasizes those projects which are innovative and imaginative. If the activity seemed likely to lead to movement in an important area or had the potentiality for effective use in continuing education after having been used elsewhere, it was chosen. Judgements of "significance" are said to be both subjective and hazardous. The 52 reported activities are divided into the following categories: associations and societies; colleges and universities; activities regarding roles, licensure, accreditations; publications and follow-up activities; use of electronic media; determining need; and miscellaneous. (MS)

ED 083 445 CE 000 456

A Critique of Descriptors of Terms in Continuing Education for Health Manpower.

Syracuse Univ., N.Y.

Spons Agency—Health Services and Mental Health Administration (DHEW), Bethesda, Md. Regional Medical Programs Service.

Pub Date Jul 73

Note—116p.; For related documents, see CE000452 through 455

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adult Education, Classification, Continuous Learning, Health Occupations, *Health Occupations Education, *Health Personnel, Health Services, Indexes (Locators), *Subject Index Terms, *Thesauri, Word Lists

Identifiers—Project Continuing Education for Health Manpower

Because neither information system—MEDLARS and ERIC—serves practitioners of continuing education for health manpower satisfactorily, a basic list of terms was compiled from the literature and oral usage of the field and then compared with the MEDLARS and ERIC thesauri. The Project Master list contains 1,577 terms of which 71 percent are in the ERIC thes-

16 Document Resumes

aurus and 23 percent are in MeSH. The list of newsletters, journals, and periodicals consulted is included. (MS)

ED 083 446 CE 000 457

Coordinating Federal Assistance in the Community: Use of Selected Mechanisms for Planning and Coordinating Federal Programs. Community Development Evaluation Series No. 8.

Department of Housing and Urban Development, Washington, D.C.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Report No—HUD-CDES-8

Pub Date Aug 72

Note—98p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 2300-00206, \$1.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*City Government, City Officials, City Problems, Federal Aid, *Federal Programs, Interagency Coordination, *Local Government, *Program Coordination, *Program Planning, Relationship

The objective of the professional consultants conducting the study was to examine local chief executive use of ten Federally assisted mechanism (planning and coordinating procedures which have developed independently in various Federal offices and departments) for local-level planning and coordination of Federal programs. The mechanisms are: comprehensive area-wide health planning; community mental health center planning; Cooperative Area Manpower Planning System (CAMPS); law enforcement assistance planning; Elementary and Secondary Education Act Title I planning; Community Coordinated Child Care planning (4C); Model Cities planning; Community Action Agency "Checkpoint Procedure"; "Certification Sign-Off" on HEW programs by Model Cities directors; and Office of Management and Budget A-95 project notification and review. The study determined whether the mechanisms provided an opportunity for increased local influence in federal programs; observed developments in local planning and management capacity associated with the use of mechanisms; and identified problem areas for the cities of Newark, Dayton, New Orleans, Tucson, and Pasco, Washington. (AG)

ED 083 447 CE 000 458

Singletary, Ernest E.

A Review of the Vocational Education Amendments of 1968 as Related to the Handicapped.

Pub Date Apr 73

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Legislation, *Federal Aid, *Federal Legislation, Guidelines, Handicapped Children, *Handicapped Students, Interagency Cooperation, Special Education, *Vocational Education, Vocational Education Teachers, Vocational Rehabilitation
Identifiers—*Vocational Education Amendments of 1968

In order to develop a greater degree of understanding and appreciation of the Vocational Education Amendments of 1968, the legislation development of Vocational Education is reviewed with particular emphasis on the ten per cent of each State's basic annual allotment to be spent for the handicapped. "Handicapped persons" is defined and guidelines for vocational education teachers of the handicapped are reviewed. Goals of the three primary agencies serving the handicapped in school programs Vocational Education, Vocational Rehabilitation, and Special Education are presented, interagency cooperation for delivery of quality service are explored, and mention is made of some of the better programs serving the handicapped found in the literature. A model cooperative agreement is explored, and training of personnel and other possible services available under the amendments are reviewed. In conclusion the specific impact of the Amendments are briefly discussed. (AG)

ED 083 448 CE 000 461

Low, Florence W. And Others

Personnel Management Training for the Expanded Nutrition Program.

Texas A and M Univ., College Station. Texas Agricultural Extension Service.

Pub Date Jul 71

Note—110p.; Speeches presented at a Personnel Management Training Workshop

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Educational Programs, Evaluation, *Extension Agents, *Management Education, *Nutrition, Performance Criteria, *Personnel Management, Speeches, Supervisory Activities, *Supervisory Training

Identifiers—*Expanded Nutrition Program, Texas
The stated objectives of the workshop were to help Home Demonstration agents improve the effectiveness of the Expanded Nutrition Program by helping them to develop and understanding of the principles of supervision and their application to the supervision of program assistants and aides. Speeches presented at the workshop are included together with planning models, case problems and examinations. (KP)

ED 083 449 CE 000 462

Even, Mary Jane

What We Know About Adult Learning and What It Means to the Adult Educator—With Emphasis on Learning in Groups.

Pub Date [73]

Note—42p.; Paper presented before Research Committee of Adult Education Association, Nov. 1, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Adult Educators, *Adult Learning, Adult Students, Group Behavior, *Group Dynamics, *Group Instruction, *Leadership, *Qualities, Leadership Responsibility, Literature Reviews, Objectives, Program Planning, Psychological Characteristics

The literature and research on adult learning in groups is reviewed in this paper. The adult educator must develop expertise in understanding leadership as it relates to groups so he can provide for the evolution of group cohesiveness in the curriculum development process. He must strive to organize varied group interaction and action opportunities to select learning experiences which facilitate both individual and group learning effectiveness, and to recognize that each adult educator as instructor is also a member of the groups he leads. A nine page bibliography is included. (KP)

ED 083 450 95 CE 000 464

Pike, Vicki

The Three R's of Adult Basic Education: Recruitment, Retention, Reward.

Georgia Southern Coll., Statesboro. School of Education.

Spons Agency—Office of Education (DHEW), Washington, D. C. Div. of Adult Basic Education.

Pub Date [73]

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education, Adult Dropouts, Adult Education, Adult Education Programs, Adult Educators, Adult Leaders, Adult Learning, Dropout Prevention, Educational Benefits, Participant Satisfaction, *Publicize, *Recruitment, Rewards, *School Holding Power

This illustrated handbook was prepared for adult basic education (ABE) coordinators and teachers and is suggested for use in new teacher orientation, in-service education, or as resource material. The ABE concerns of recruitment of adults for programs, retention of students, and rewards for those completing the program are discussed with many "do" and "don't" tips listed. The seventeen-page appendix includes examples of recruitment materials aimed for newspapers, radio and television, letters, posters, fliers and billboards, and door-to-door campaigning. (SC)

ED 083 451 95 CE 000 465

La Forest, James R.

A Model for Program Planning in Adult Education.

Southern Regional Education Board, Atlanta, Ga. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—78p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education, Adult Education, *Adult Education Programs, Adult Programs, *Models, Program Coordination, Program Design, Program Development, *Program Planning, Systems Analysis, Systems Approach, *Systems Development, Theories

A model for program planning in adult basic education is presented, the prototype having been produced by 40 coordinators, teachers, and adult learners. It was designed to meet the need, in adult education programs, for stabilization through systematic planning. A systems approach is defined with systems analysis, analysis, and planning included as key concepts. Guidelines for narrative simulation and a 20-page sample narrative are given. One-third of the document is an explanation of the model which describes: the composition of the planning model; relationships and functions in detail; the type of information needed by planners who will use the model; important relationships which were indicated through the use of signal paths; actual use of the model; the planning process as used by teachers; and the planning process as used by administrators. A 20-item bibliography is listed. (SC)

ED 083 452 95 CE 000 466

Revitalizing Adult Basic Education: A Three-Year Report of the Southeastern Region Adult Basic Education Staff Development Project.

Southern Regional Education Board, Atlanta, Ga. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 72

Note—58p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education, Adult Educators, Inservice Teacher Education, Interinstitutional Cooperation, *Interstate Programs, *Regional Cooperation, *Regional Planning, *Statewide Planning

Through the program, state departments of education, colleges and universities, and local adult education programs worked to solve a regional problem by sharing the strengths of each participating group. The project assisted eight HEW Region IV states to institute badly needed training programs for teachers of adults. Teachers participated in workshops and new courses at 22 colleges, then state staff development committees analyzed the new programs and developed individual state plans which were later implemented and refined. At the end of the three-year project it was evaluated as a whole. State plans for adult basic education are now available in each state of the region and at least three times as many inservice courses are now being taught than before the project began. The number of ABE faculty at institutions of higher education has increased significantly with black institutions of higher education assuming a prominent position in training ABE teachers. Recommendations are that the eight states act as a consortium in seeking federal funding while each state works out formal plans and local teachers become involved in planning local inservice experiences. (MS)

ED 083 453 95 CE 000 467

GIFT (Good Ideas for Teaching): Reading.

Alabama Univ., Tuscaloosa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—96p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education, *Adult Characteristics, Adult Learning, *Basic Reading, Bibliographies, *Curriculum Guides, Instructional Materials, Literacy Education, *Reading Programs, Study Skills, Tests, Vocabulary Development, Vocabulary Skills
Identifiers—ABE Assessment Instrument

This handbook provides the guidelines, procedures, and techniques for teaching basic reading to adults. The chapters outline the scope and sequence of an adult Basic Education course, characteristics of the adult learner, terminology, an ABE assessment instrument, vocabulary, comprehension, study skills, materials and a bibliography. Included in the handbook are many diagrams and exercises. (KP)

ED 083 454 95 CE 000 468

K-12 Project in Career Development and Bridging the Gap Between School and Work; South Dakota's Exemplary Project in Career Education.

Watertown Independent School District 1, S. Dak.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.; South Dakota State Dept. of Public Instruction, Pierre. Div. of Vocational-Technical Education.

Pub Date May 72

Note—13p.; For a final report on this project see CE 000 379

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, *Educational Programs, Elementary Grades, Occupational Choice, School Community Relationship, Secondary Grades, *Vocational Development Identifiers—*South Dakota

South Dakota's exemplary project in career education at Watertown was designed to help students bridge the gap between school and work through an integrated program of occupational information, orientation, and exploration, and to provide an in-service program for counselors and teachers within the school district and statewide. The four phase project included: (1) in depth planning, policy and procedure development, and securing of resource materials; (2) orientation of the school district staff to the project; (3) implementation; and (4) data collection for evaluation. The rationale behind career education and its implications for the program are described briefly. (MS)

ED 083 455 CE 000 470

Careers for College Graduates: An Annotated Bibliography of Vocational Materials.

College Placement Council, Bethlehem, Pa.

Pub Date May 72

Note—49p.

Available from—College Placement Council, Inc., P.O. Box 2263, 65 East Elizabeth Avenue, Bethlehem, PA 18018 (\$3.00 for members of CPC, \$4.00 for nonmembers)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, *Career Opportunities, *Career Planning, College Graduates, *Occupational Information, *Vocational Interests

This bibliography opens with a general section on career planning and occupational information. Followed by coverage of careers in selected areas of business and industry, communications, education (colleges, universities, professional schools, pre-school, elementary, secondary, and general education), government, health and medical fields, and social service. Careers and study overseas, careers and graduate opportunities for women, and minority group students, graduate and professional study, and vocational bibliographies and sources of career information are also covered. The bibliography contains selected materials published since 1967 and updates the 1966 "Career Information Collection for Colleges and Universities." It is also a guide to the directories of various types of organizations which employ college graduates, particularly liberal arts candidates. Cited are those which are national or international in their coverage. An alphabetical list of publishers is provided. (KP)

ED 083 456 CE 000 471

Coghill, Mary Ann Gruenfeld, Elaine F.

The Lie Detector in Employment: An Examination of Some of the Problems. Key Issues Series. Number 2.

State Univ. of New York, Ithaca. School of Industrial and Labor Relations at Cornell Univ. Pub Date 73

Note—39p.; Revised edition

Available from—New York State School of Industrial and Labor Relations, Cornell University, Ithaca, NY 14850 (\$2.00 plus New York State sales tax and \$0.25 handling charge unless payment accompanies order)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Employment, Interviews, *Employment Practices, Historical Reviews, Legislation, Local Government, *Personnel Policy, Personnel Selection, *Polygraphs, State Legislation Identifiers—Lie Detectors

In a review of personnel polygraphing, the history of the polygraph technique is discussed. Since it is a controversial technique used by employers to test employees' honesty and loyalty by measuring physiological reactions, an increasing number of States and localities are taking legal action to prevent its use. The results of several arbitration cases provide evidence of the trend towards its abolishment, and the United States Government has curtailed its use of the technique as a result of congressional investigations. At both the State and Federal levels of government, self-incrimination and invasion of privacy are considered grounds for opposition to the technique. An evaluation of the status of the polygraph technique in 1973 stresses the im-

portance of a competent, trained examiner in administering the test, the continuing controversy which surrounds the test itself, and suggestions for legislation to insure its control. (A list of annotated references is provided. The review concludes with texts from thirteen State statutes relating to polygraphs and a list of arbitration cases involving polygraph tests.) (AG)

ED 083 457 CE 000 478

McKinlay, Donald Bruce

A Functional Classification of Occupations.

Pub Date Jun 71

Note—303p.; Ph.D. Dissertation, University of Oregon

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (MF \$4.00, Xerography \$10.00)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Classification, Cluster Grouping, Data Collection, Data Processing, Doctoral Theses, *Function Words, Manpower Development, *Occupational Clusters, *Occupational Information, Occupations, Systems Analysis

The need for more and better manpower information is hampered by the lack of adequate occupational data classification systems. The diversity of interests in occupations probably accounts for the absence of consensus regarding either the general outlines or the specific details of a standardized occupational classification system which would reduce the cost of generating data and enhance communication. Neither extreme accuracy nor precise detail are necessary but a system of classification based on principles is essential. Existing classification systems reviewed are the socio-economic, worker traits, and curriculum areas types. "Function" as a underlying principle has conceptual, operational, and analytical advantages which are described in detail. (MS)

ED 083 458 95 CE 000 483

Korim, Andrew And Others

A Study of the State Grants Mechanism. Final Report.

National Planning Association, Washington, D.C. Center for Priority Analysis.

Spons Agency—Office of Program Planning and Evaluation (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0643

Pub Date Oct 72

Contract—OEC-0-71-3707

Note—133p.

EDRS Price MF-\$0.65 HC-\$5.58

Descriptors—Disadvantaged Groups, *Educational Finance, *Federal Aid, Federal Legislation, *Federal State Relationship, Grants, Physically Handicapped, Post Secondary Education, Resource Allocations, School District Autonomy, Tables (Data), *Vocational Education

Identifiers—Vocational Education Amendments of 1968

The report analyzes the characteristics of the State grant mechanism for the distribution of Federal vocational education funds to local education agencies and compares total vocational educational expenditures between 1969 and 1971. The State grant mechanism is studied in terms of the extent to which funds set aside for disadvantaged, for handicapped, and for post-secondary students reach these target populations; the extent to which the States have been able to allocate the Federal funds to the localities based on ability to pay, excess costs of vocational education, vocational needs, and manpower needs; and a review of State vocational education expenditures and the degree to which they reflect Federal vocational education priorities as specified in the 1968 Vocational Education Amendments. The report concludes that the approach of the 1968 Amendments is an appropriate one in that it fits contemporary American federalism. It further concludes that the Tydings Amendment should be extended but that changes in the formula used to allocate money to the States would be in order. Supportive statistical tables and related data are incorporated into the report. There is a five-page bibliography. (AG)

ED 083 459 CE 000 484

Hamilton, Laurie S. Muthard, John E.

Reducing Economic Dependency Among Welfare Recipients. A Review of Vocational Rehabilitation and Manpower Training Research.

Florida Univ., Gainesville. Regional Rehabilitation Research Inst.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No—RR-Monogr-6

Pub Date Aug 73

Note—72p.

Available from—Regional Rehabilitation Research Institute, Box 208, J. Hillis Miller Health Center, University of Florida, Gainesville, Florida 32610

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Economically Disadvantaged, Economic Change, Economic Research, *Economic Status, Federal Programs, Low Income Groups, Manpower Development, Manpower Utilization, *Poverty Programs, *Research Reviews (Publications), *Vocational Rehabilitation, Welfare Problems, *Welfare Recipients

The research and evaluation literature of several Federal Manpower training programs and the Federal-State Vocational Rehabilitation program was reviewed to determine effectiveness in reducing economic dependency among welfare recipients. Emphasis was on the Vocational Rehabilitation programs used for comparison. Significant findings are summarized and implications for Manpower Administration and Social Rehabilitation Service policy, practice, and research are drawn. (A 103-item list of references is provided.) (Author)

ED 083 460 CE 000 485

Commercial Pilot; Airplane. Flight Test Guide, Part 61 Revised, AC 61-55.

Federal Aviation Agency (DOT), Washington, D.C. Flight Standards Service.

Pub Date 73

Note—41p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock Number 5007-00207, \$0.45)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aircraft Pilots, *Certification, Equipment, *Flight Training, *Guides, Instructional Materials, Standards, *Tests

Identifiers—*Commercial Airplane Pilot

This flight test guide assists the applicant and his instructor in preparing for the Commercial Pilot Certificate with Airplane Rating under Part 61 (revised) of Federal Aviation Regulations. It contains information concerning pilot operations, procedures, and maneuvers relevant to the flight test required for the certificate. Preflight duties, flight at critically slow airspeeds, takeoffs and landings, maximum performance maneuvers, operation of airplane equipment, and emergency procedures are outlined. A suggested flight test checklist is included. (KP)

ED 083 461 CE 000 486

Private and Commercial Pilot; Helicopter. Flight Test Guide, Part 61 Revised, AC 61-59.

Federal Aviation Agency (DOT), Washington, D.C. Flight Standards Service.

Pub Date 73

Note—44p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock Number 5007-00209, \$0.55)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aircraft Pilots, *Certification, Equipment, *Flight Training, *Guides, Standards, *Tests

Identifiers—*Helicopter Pilot

This flight test guide assists the applicant and his instructor in preparing for the Private or Commercial Pilot Rotocraft Certificate with Helicopter Rating under Part 61 (revised) of Federal Aviation Regulations. It contains information and guidance concerning the pilot operations, procedures, and maneuvers relevant to the flight test required for those certificates. Preflight operations, airport and traffic pattern operations, straight and level flight, climbs, descents and turns, normal and crosswind takeoffs and landings (commercial), hovering, maneuvering by ground references and air taxiing, rapid descent with power and recovery (commercial), high altitude takeoffs, roll-on landings and rapid decelerations, cross-country flight operations, and emergency operations are outlined. A suggested flight test checklist is included. (KP)

ED 083 462 CE 000 487

Private and Commercial Pilot; Glider. Flight Test Guide, Part 61 Revised, AC 61-61.

Federal Aviation Agency (DOT), Washington, D.C. Flight Standards Service.

Pub Date 73

Note—36p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock Number 5011-00068, \$0.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aircraft Pilots, *Certification, Equipment, *Flight Training, *Guides, Standards, *Tests

Identifiers—*Glider Pilot

This flight test guide assists the applicant and his instructor in preparing for the Private or Commercial Pilot Certificate with Glider Rating under Part 61 (revised) of Federal Aviation Regulations. It contains information and guidance concerning the pilot operations, procedures, and maneuvers relevant to the flight test required for that certificate. Preflight operations, glider launches, precision maneuvering, critical performance speeds, flight at critically slow airspeeds, and accuracy approaches and landings both for the private and the commercial pilot are covered. A suggested flight test check list is included. (KP)

ED 083 463

CE 000 488

Stromsdorfer, Ernst W. Fackler, James S.

An Economic and Institutional Analysis of the Cooperative Vocational Education Program in Dayton, Ohio.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-82-18-71-24-2

Pub Date Aug 73

Note—488p.

Available from—National Technical Information Service, Springfield, Va. 22151

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—Academic Performance, Career Education, Case Studies, Comprehensive High Schools, *Cooperative Education, *Economic Research, *Educational Research, Employment, Program Evaluation, Questionnaires, *Secondary Grades, Statistical Studies, *Vocational Education, Wages

This case study examines the economic and institutional impact of cooperative vocational education on the employment, earnings and educational performance of the 1966 and 1970 graduation cohorts of Patterson High School, Dayton, Ohio. The performance of these groups is contrasted with that of students in the comprehensive high schools for the same time period. The results of this study, based on mail questionnaire data and complete high school scholastic records, indicate a mixed picture of performance for cooperative education, especially when models employing multiple regression are used. However, the program is clearly a desirable educational alternative for some high school students. A bibliography of the economic analysis of cooperative vocational education as well as a survey of the methodologies of these studies is included in the analysis. (Author)

ED 083 464

CE 000 489

Basic Helicopter Handbook, Revised. AC 61-13A. Federal Aviation Agency (DOT), Washington, D.C. Flight Standards Service.

Pub Date 73

Note—107p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock Number 5011-00064, \$1.30)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Aircraft Pilots, *Aviation Technology, Certification, *Equipment, *Flight Training, Guides, *Standards, Tests

Identifiers—*Helicopter Pilot

This technical manual was designed to assist applicants preparing for the private, commercial, and flight instructor pilot certificates with a helicopter rating. The chapters outline general aerodynamics, aerodynamics of flight, loads and load factors, function of controls, other helicopter components and their functions, introduction to the helicopter flight manual, weight and balance, helicopter performance, some hazards of helicopter flight, precautionary measures and critical conditions, helicopter flight maneuvers, together with confined area, pinnacle, and ridgeline operations. There are numerous tables, diagrams, pictures, a glossary of helicopter terms, and references for further study included in this document. (KP)

ED 083 465

CE 000 490

Basic Management Methods and Skills. Instructor Guide.

Civil Service Commission, Washington, D.C. Bureau of Training.

Pub Date 73

Note—96p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock Number 0600-00724, \$2.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication Skills, *Curriculum Guides, Decision Making, Listening Skills, *Management Education, Management Systems, Money Management, Personnel Management, Problem Solving

The sessions of this management instructor guide are an updating, clarification, modification, and completion of a previous instructor guide for Basic Management Techniques II. Topics covered are communication barriers, effective listening, briefing techniques; problem analysis; decision making; financial management; management theory; labor-management relations; personnel management. A preview precedes each session indicating changes from the old manual, alternate approaches to presentation of material, and references for background information. The main theme of communications is interrelated throughout the various sessions. Management games, films, and effective listening materials are referenced for use. (EA)

ED 083 466

CE 000 491

Hallman, Howard W.

Pilot Comprehensive Manpower Program; Implications of Its Experience for Local and State Manpower Organization.

Center for Governmental Studies, Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-21-11-73-44-1

Pub Date Oct 73

Note—107p.

Available from—National Technical Information Service, Springfield, Va. 22151

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Community Programs, *Labor Market, Local Government, *Manpower Development, Manpower Needs, Manpower Utilization, Metropolitan Areas, *Pilot Projects, *Program Development, Rural Urban Differences, State Government, *State Surveys, Statewide Planning

The Department of Labor has embarked upon a series of pilot projects known as the Comprehensive Manpower Program (CMP) in order to test means for implementing manpower services delivery systems serving whole labor market areas. The CMP provides five metropolitan models, based upon variations in number of counties within the SMSA and types of eligible prime sponsors, but it has no models for several other sizable groups of metropolitan areas. The three statewide CMP projects provide models which might be useful in states where SMSA population is less than 50 percent but not in the states with a majority of residents living in metropolitan areas. However, the CMP state projects provide useful experience for manpower organization in nonmetropolitan districts in all states. (Author)

ED 083 467

CE 000 492

Crash Injury Management: Emergency Medical Services for Traffic Law Enforcement Officers. Instructor's Lesson Plans.

National Highway Traffic Safety Administration (DOT), Washington, D.C.

Report No.—DOT-HS-82-0283

Pub Date Jul 73

Note—167p.; For Student Study Guide, see CE 000 493

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Curriculum Guides, *Emergency Squad Personnel, *First Aid, Injuries, Instructional Materials, *Lesson Plans, Medical Services, *Police, Rescue

To assist in the continuing efforts to improve the safety of the motorist on the nation's highways and roads, this instructor's guide provides a standardized approach for providing training in emergency medical care for first responders to traffic accidents. The objective of the course is to provide training in all aspects of emergency medical care required at the scene of a traffic accident. Approximately half of the course is focused on the practice of crash-related and life-saving skills. Other areas covered are:

legal aspects of rendering emergency medical care, illnesses or conditions causing or resulting from a crash, patient examination and diagnosis, gaining access to patients in vehicle, and problems of moving injured persons. The twenty lessons include technical lessons, field training, and final written and practical examinations. (Author/EA)

ED 083 468

CE 000 493

Crash Injury Management: Emergency Medical Services for Traffic Law Enforcement Officers. Student Study Guide.

National Highway Traffic Safety Administration (DOT), Washington, D.C.

Pub Date Jul 73

Note—54p.; For Instructor's Lesson Plans, see CE 000 492

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Emergency Squad Personnel, *First Aid, Injuries, Instructional Materials, Medical Services, *Police, Rescue, *Study Guides

To assist in the continuing efforts to improve the safety of the motorist on the nation's highways and roads, this student guide provides a standardized approach for first responders to traffic accidents to learn emergency medical care. Training is provided in all aspects of emergency medical care required at the scene of a traffic accident. Approximately half of the course is focused on the practice of crash-related and life-saving skills. Other areas covered are: legal aspects of rendering medical care, illnesses or conditions causing or resulting from a crash, patient examination and diagnosis, gaining access to patients in a vehicle, and problems of moving injured persons. The twenty lessons include technical lessons, field training, and final written and practical examinations. (Author/EA)

ED 083 469

CE 000 494

How Do You Turn Them On?

Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

Pub Date [73]

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Education, *Career Planning, *Disadvantaged Groups, Dropouts, Educational Programs, Handicapped, *Innovation, *On the Job Training, *Program Design, Program Development, Special Education, Vocational Adjustment

Identifiers—*Maryland

This publication offers a sampling of the innovative programs begun or expanded in fiscal 1972 in the State of Maryland. These programs were designed to turn on bored students to the relevance of education, to develop career awareness among students at all grade levels and alert them to the values and rewards of work, to make adults aware of new career paths through industrial training, to convince the handicapped of their hidden potential, and to inform the disadvantaged and the elderly of the possibilities for a better quality of life. (KP)

ED 083 470

CE 000 495

Dorkin, Murray Solomon, Herman S.

Project SPRUCE, Special Program of Rehabilitation for Unemployment Compensation Exhaustees. Vol. 2. Supplement to Final Report.

New York State Dept. of Labor, Albany. Research and Statistics Office.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA 82-34-69-45

Pub Date May 73

Note—185p.; For Final Report see CE 000 088

Available from—National Technical Information Service, Springfield, Va. 22151

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Employment Counselors, Employment Potential, Employment Problems, *Employment Services, Job Placement, *Manpower Utilization, *Rehabilitation Programs, *Unemployment, *Unemployment Insurance, Workmans Compensation

Identifiers—Project SPRUCE

The supplement to the final report of Project SPRUCE (a program to increase the employability of insured workers who experience long-term unemployment and seem likely to exhaust their benefit rights) summarizes in detail the problems encountered in the administering of the project,

the operational procedures followed, and the training program provided during the two-year operation of the program. Part I, Handbook on Administrative Problems, covers the role of the advisory committee, staffing, enrollment of test and control group claimants, and services (counseling, job search plan outline and job development, job referral, and training test-group claimants). Part II, Procedures Manual, includes the selection of claimants, allowances, claims issues, job search plans, and staff duty statements. Part III, Training Manual, includes the use of forms and codes, interviews, and employment counseling. (EA)

ED 083 471 CE 000 496
Study of the Vermont Manpower Experimental and Demonstration Program. Final Report.
 Vermont State Employment Service, Montpelier.
 Dept. of Employment Security.
 Pub Date 10 Oct 73
 Note—319p.

EDRS Price MF-\$0.65 HC-\$13.16
 Descriptors—Demonstration Projects, Employment Experience, Employment Opportunities, Employment Potential, *Employment Problems, Employment Programs, Experimental Programs, Job Placement, Job Satisfaction, Job Skills, Labor Force Nonparticipants, *Low Income Groups, Manpower Development, Manpower Utilization, *Unemployed, Welfare Recipients, *Work Attitudes, *Work Experience Programs
 Identifiers—Vermont

The purpose of this experimental and demonstration project was to provide work experience to unemployed, low-income clients to improve their employability so they can be moved into permanent, unsubsidized employment. Changes of attitudes and motivations as a result of project experience were studied. Study findings indicated that the post-project group differed only slightly from the pre-project group on attitude and motivation toward the world of work, with the post-project group displaying a somewhat more intense psychological orientation toward work. Analysis was made of those completing the project and those who terminated. Completers had far fewer characteristics associated with hard-core unemployed, had better mental orientation and attitudes, had greater satisfaction with their jobs, their work site supervisor, and with the Employment Service staff, and were judged as having made greater improvement in skills. Both completers and terminators were dissatisfied with the quality, lack of skill improvement, and career opportunity of "work experience" slots. Staff perceptions of the project were positive and weaknesses mentioned were readily correctable. (SC)

ED 083 472 CE 000 497
The Report of the President's Committee on Health Education.
 President's Committee on Health Education, New York, N.Y.
 Pub Date [73]
 Note—74p.

EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—*Health Education, Health Facilities, *Health Needs, Health Programs, *National Programs, *Public Health, Research
 Identifiers—*Presidents Committee Report on Health Education

This document opens with a statement from President Nixon's Health Message to Congress on February 15, 1971, acknowledgements, a letter of transmittal, the charge to the committee and activities of the committee. The report itself consists of information on the changing needs for health education, purposes and challenges of health education, and two sections of findings and recommendations—those concerned with national activities in support of health education, and those regarding a proposed National Center for Health Education. Supplementary statements of support and dissent, listings of the states represented at regional hearings, planning councils for regional hearings, neighborhood health center directors who attended special meetings on December 6 & 7, 1971, governmental agencies represented at subcommittee discussions of their possible role in health education, organizations which responded to questionnaires, governmental agencies which responded to the chairman's request for information, and persons who gave testimony at regional hearings are appended. (KP)

ED 083 473 CE 000 526
Simpson, J. A.
Today and Tomorrow in European Adult Education. A Study of the Present Situation and Future Developments.

Council for Cultural Cooperation, Strasbourg (France).
 Pub Date 72
 Note—192p.
 Available from—Directorate of Education and of Cultural and Scientific Affairs, Council of Europe, 67 Strasbourg, France (\$4.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.
 Descriptors—*Adult Education, Adult Education Programs, *Adult Educators, Adult Learning, *Adult Vocational Education, Community Development, Curriculum Development, Educational Technology, *Foreign Countries, Futures (of Society), *Social Change
 Identifiers—*Western Europe

A synoptic view of certain changes in adult education in Western Europe over the last twenty years, comments on their socio-cultural significance, and opinions about likely developments in the future are included in this study. Categories of adult education are defined as courses relating to established academic disciplines; courses in practical skills or informative knowledge; courses designed for those who are disadvantaged, sub-cultural or anti-social; courses assisting people in career advancement. Older concepts of adult education have become inadequate or obsolete through the impact of social changes such as television, work patterns, leisure, attitudes toward the disadvantaged, affluence, and protest. Post-war growth has been in the practical or useful skills and subjects, and student participation and group work has supplemented or replaced traditional lectures. In Western Europe an increasing need exists for adult education programs and adult education teachers. (EA)

ED 083 474 CE 000 527
Michelotti, Kopp.
Employment of School Age Youth, October 1972. Special Labor Force Report 158.
 Bureau of Labor Statistics (DOL), Washington, D.C. Div. of Labor Force Studies.
 Pub Date 73

Note—27p.; Reprint 2911 from Monthly Labor Review, September, 1973
EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—College Students, Dropouts, *Employment Statistics, *Labor Force, *Labor Supply, Negro Youth, Spanish Americans, Student Behavior, *Student Employment, *Youth Employment

This Special Labor Force Report on the employment of school age youth in October 1972 shows little change in the number of students holding jobs, but a large increase among young people out of school. Separate consideration is given youth of Spanish origin, college students, and school reentrants. (Included with the report are supplementary information tables together with definitions and explanations of report terminology.) (Author/KP)

ED 083 475 CE 000 534
Klein, Lawrence R.
Expanding the Benefits of Manpower Research. Final Report.
 Arizona Univ., Tucson. Coll. of Business and Public Administration.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.
 Report No.—DLMA-82-04-71-27
 Pub Date 31 Aug 73
 Note—50p.

Available from—Office of Research and Development, Manpower Administration, U.S. Department of Labor, Washington, DC 20210 (Single copies free, subject to limits of supply)

EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—Economic Factors, *Economic Research, *Education, *Graduate Students, Manpower Development, Objectives, *Program Planning, Reports, Research, *Student Employment, Universities, Writing
 Identifiers—Manpower Research

This project, during a little more than two years of operation, used an interdisciplinary group of graduate students to adapt and rewrite the findings of selected studies sponsored by the Office of Research and Development in order to

broaden the audience for those findings. The objective was to promote application of the findings by making them understandable to members of target groups who would otherwise be unaware of them. The final report assesses the experience in order to develop: (1) suggestions which other universities could use to plan, organize, and carry out similar projects; (2) guidelines for improving the quality of manpower research to facilitate maximum use of the findings; and (3) practical advice for manpower researchers on how to improve the quality of writing and analysis in their reports. (Author)

ED 083 476 CE 000 535
Guinn, Nancy
Factors Related to Adaptability to Military Service Among 1965 Airman Accessions.

Air Force Human Resources Lab., Lackland AFB, Tex. Personnel Research Div.
 Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.
 Report No.—AFHRL-TR-73-42
 Pub Date Sep 73
 Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—Academic Achievement, Age, Behavior Patterns, Career Choice, Dropouts, *Failure Factors, *Military Personnel, Military Training, Objectives, *Screening Tests, *Selection, *Success Factors, Test Results

Distributions were accomplished to demonstrate the relationships between age, educational level, and Armed Forces Qualification Test scores of the 1965 airman accessions and their reenlistment desirability at the completion of their initial tour. The largest percentage of undesirable enlistees was found in the high school non-graduate, Category 4, and seventeen year old groups. Using these three categories of variables, it was found that it would be possible to eliminate 34 percent of the undesirable, although 76 percent of the individuals falling in this three category group actually proved to be successful in their military careers. It was emphasized that caution should be used in attempting to establish a screening procedure to identify undesirable enlistees since a significant number of potentially qualified personnel might be excluded at the same time. (Information tables are included.) (Author/KP)

ED 083 477 95 CE 000 575
Miller, David H.
Guide to State Information Resources. Second Edition.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.
 Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
 Pub Date Aug 73

Note—158p.
EDRS Price MF-\$0.65 HC-\$6.58
 Descriptors—Guides, *Information Centers, Information Dissemination, *Information Services, *Information Sources, Library Collections, Library Reference Services, National Surveys, Research Coordinating Units, *Resource Guides, *State Agencies, Technical Education, Vocational Education
 Identifiers—Telephone Surveys

A telephone survey of State information agencies to determine the type of information services they provide resulted in a guide intended for use by user services personnel in referring requestors to specific information resources in a given State. In assessing the status of information resources and services in each of the 50 States, Puerto Rico, the District of Columbia, and American Samoa, the author identifies the names and addresses of selected State information dissemination agencies, lists the locations and comprehensiveness of ERIC microfiche collections, cites whether or not manual and/or computer searches of the ERIC document base are provided, determines the availability of microfiche readers and related equipment, and specifies the accessibility to the public of each agency's library collection. The States are listed alphabetically. (AG)

ED 083 478 95 CE 000 576
Schroeder, Paul E., Comp.
Attitudes Toward Work: A Bibliography of ERIC Documents. Bibliography Series No. 18.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.
 Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
 Pub Date Aug 73

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Employee Attitudes, Job Satisfaction, Resource Materials, Vocational Education Teachers, *Work Attitudes

The purpose of the annotated bibliography is to alert educators to current, readily available documents announced in Research in Education (RIE) which pertain to attitudes toward work. Of the 197 documents retrieved from a computer search based on the inclusion of Employee Attitudes, Job Satisfaction, or Work Attitudes as one of the major terms from the documents's descriptor-list, 45 were selected as being most relevant to the designated topic. The bibliography is arranged with the most recent date and includes only those selected documents published in 1970, 1971, or 1972. Each citation provides the same information as is provided by RIE. All documents listed are available in microfiche or hard copy form from the ERIC Document Reproduction Service. (AG)

ED 083 479 95 CE 000 577

Schroeder, Paul E., Comp.

Women in the World of Work; A Bibliography of ERIC Documents. Bibliography Series No. 19. Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date Aug 73
Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Career Choice, Employment, *Employment Opportunities, *Employment Practices, *Females, Housewives, Job Market, Jobs, Labor Market, *Working Women

The annotated bibliography was prepared to alert educators to literature discussing women in the world of work. It contains 32 documents, announced in Research in Education (RIE), selected by means of a computer search using one of the descriptors Females, Housewives, Mothers, Working Parents or Working Women plus a second major descriptor from a list of 32 other major descriptors covering aspects of the world of work. It is limited to those documents having publication dates in the years 1970, 1971, or 1972. Each citation provides the same information as is provided by RIE. All documents listed are available in microfiche or hard copy form from the ERIC Document Reproduction Service. It is pointed out that the bibliography is not complete or comprehensive but is intended to include those documents most relevant to the topic. (MS)

ED 083 480 95 CE 000 578

Schroeder, Paul E., Comp.

Vocational Education for the Handicapped: A Bibliography of ERIC Documents. Bibliography Series No. 20.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date Aug 73
Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Ability, *Annotated Bibliographies, Bibliographies, Career Education, *Exceptional (Atypical), *Handicapped, Handicapped Students, Job Training, Manpower Development, Special Education Teachers, *Vocational Education, Vocational Education Teachers, Vocational Retraining

The annotated bibliography was compiled to alert educators to literature discussing vocational education for the handicapped. Limited to documents cited in Research in Education (RIE), the bibliography consists of items which had Career Education, Job Training, Manpower Development, Vocational Education, or Vocational Retraining as one of their major descriptor terms, plus a second major term included in a 25-item list cited in the bibliography. Researchers found 85 documents met the basic coupling requirement, and from those, selected 37 as being most relevant to and representative of the types of literature discussing the topic. The bibliography is arranged according to dates of publication beginning with the latest publication. It is limited to documents published in 1970, 1971, and 1972. Each citation provides the same information as is provided by RIE. All documents listed

are available in microfiche or hard copy form from the ERIC Document Reproduction Service. (AG)

ED 083 481 CE 000 605

Microfiche Collection of VT-Number-Only Documents Reported in Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Volume 6, Number 4.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 73

Note—25,497p.; VT 021 573

EDRS Price MF-\$57.42 HC Not Available from EDRS.

Descriptors—Agricultural Education, Business Education, Career Education, Clearinghouses, Distributive Education, Documentation, Health Occupations Education, Home Economics Education, *Indexes (Locators), Industrial Arts, Information Retrieval, Information Storage, *Instructional Materials, *Microfiche, *Technical Education, Trade and Industrial Education, *Vocational Education

Documents announced with VT numbers only in the Volume 6, Number 4 issue of "Abstracts of Instructional Materials in Vocational and Technical Education" (AIM) are included in this microfiche set. Microfiche availability for these documents is shown in the AIM resume as MF AVAILABLE IN VT-ERIC SET. The microfiche set is arranged in the following sequence: (1) a VT number list of documents in this microfiche collection, and (2) the full text of documents listed, in ascending VT number order. The resume for the issue of AIM will appear in a future issue of "Research in Education". (DE)

ED 083 482 CE 000 606

Microfiche Collection of VT-Number-Only Documents Reported in Abstracts of Research Materials in Vocational and Technical Education (ARM), Volume 6, Number 4.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 73

Note—4,217p.; VT 021 575

EDRS Price MF-\$9.68 HC Not Available from EDRS.

Descriptors—Career Education, Clearinghouses, Documentation, *Educational Research, *Indexes (Locators), Information Dissemination, Information Retrieval, Information Storage, *Microfiche, Resource Materials, *Technical Education, *Vocational Education

Documents announced with VT numbers only in the Volume 6, Number 4 issue of "Abstracts of Research Materials in Vocational and Technical Education" (ARM) are included in this microfiche set. Microfiche availability for these documents is shown in the AIM resume as MF AVAILABLE IN VT-ERIC SET. The microfiche set is arranged in the following sequence: (1) a VT number list of documents in this microfiche collection, and (2) the full text of documents listed, in ascending VT number order. The resume for the issue of ARM will appear in a future issue of "Research in Education". (DE)

ED 083 483 CE 000 657

Gilpatrick, Eleanor

A Multiple-Track Nursing Sequence: Supplement to Research Report No. 1.

City Univ. of New York Research Foundation, N.Y.

Pub Date [73]

Note—12p.; Supplements ED028251; A Health Services Mobility Study

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Continuous Progress Plan, Flexible Progression, Health Occupations, *Health Occupations Education, Health Personnel, Hospital Personnel, *Nurses, *Nurses Aides, Nursing, *Practical Nurses

Following a survey of 2,361 practical nurses in New York City municipal hospitals in 1968, a specific multiple-track nursing sequence was developed to meet manpower shortages and upgrade licensed practical nurses (LPN's) to registered nurses (RN's) and nurse's aides (NA's) to LPN's. The two models designed were for use

in New York City but it is felt that they would be applicable elsewhere. Model A, a sequential plan for use in a community college program, would require 66 college credits for an AAS degree. Two alternating tracks of 20 hours of work would be made possible by relief workers, each relief worker releasing two trainees. Model B, a sequential plan for upgrading nurses aides who do not opt for a community college program involves about 15 months of study prior to the LPN exam. The sequencing of these programs over a three-year period, costs for Model A, and a statement of required policy decisions to be made by the employers, unions, City University, community colleges, and the State are all shown. (MS)

CG

ED 083 484

CG 008 134

Speulda, Raymond H.

Gerontology Research Instructional Program.

Final Report.

Dallas Public Schools, Org.

Spons Agency—Office of Education (DHEW), Washington, D.C. Regional Research Program.

Bureau No—BR-1-J-066

Pub Date Mar 73

Contract—OEC-X-72-0004(057)

Note—68p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Development, Age Differences, *Attitudes, Changing Attitudes, Citizen Participation, Educational Programs, Learning Activities, *Older Adults, *Senior Citizens, *Teacher Attitudes
Identifiers—Gerontology Research Instructional Program, GRIP

The Gerontology Research Instructional Program (GRIP) was developed and implemented in the Dallas, Oregon, Public School System to determine: (1) the feelings and concepts toward aging held by elementary and secondary school students; (2) the effectiveness of a variety of planned instructional activities in changing those feelings; and (3) the age/grade levels significant in changing attitudes toward aging. GRIP project included: (1) conducting a two-day workshop for participating teachers; (2) developing organized units of classroom instruction (mini-lessons); (3) involving older people in the classroom setting; and (4) pre- and post-testing of the attitudes toward aging of participating and control children and teachers. Findings indicate children and teachers know very little about the process and problems associated with aging, with children showing a more positive attitude toward older citizens than do their teachers. Through planned learning activities, children's attitudes can be changed to ones of greater acceptance and interest. A relative universality of application of instruction on aging was found to be appropriate. The involvement of older citizens as teacher aides, tutors, or special resource teachers successfully raised the children's understanding of aging and provided a rewarding experience for the older citizens. Appended are workshop agenda, schedule of project activities, test instruments and results, and mini-lesson outlines. (Author/NMF)

ED 083 485

CG 008 191

Stang, David J.

The Effects of "Mere Exposure" on Learning and Affect.

Pub Date 72

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affective Behavior, College Students, *Learning, Learning Processes, Memory, *Positive Reinforcement, *Recall (Psychological), Rewards, *Serial Ordering, Stimuli

The mediating role of learning in the relationship between repeated exposure and affect was explored and supported in three experiments involving a total of 229 undergraduate participants. It was found that both learning and affect measures behaved in essentially the same way as a function of exposure duration (experiments I and III), serial position (experiments I and II), rating delay (experiment I) and stimulus properties (experiment I). These results suggest learning may be intrinsically rewarding, and clarify one of the mechanisms involved in the relationship between exposure frequency and effect, extending Berlyne's (1970) two factor theory of "mere exposure" effects. (Author)

ED 083 486 CG 008 296

Rekers, George A. Lovaas, O. Ivar
Behavioral Treatment and Assessment of Child-
hood Cross-Gender Problems.

Pub Date Apr 73

Note—41p.; Paper presented at the Western
Psychological Association Meeting, 13 April
1973, Anaheim, California

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Science Research,
*Behavior Change, *Childhood, Extinction
(Psychology), *Males, Psychopathology, Rein-
forcement, Self Concept, *Sexuality, *Socially
Deviant Behavior

This study demonstrated reinforcement control over pronounced feminine behaviors in a male child. The clinical history of S paralleled the retrospective reports of adult transsexuals, including (a) cross-gender clothing preferences, (b) actual or imagined use of cosmetic articles, (c) feminine behavior mannerisms, (d) aversion to masculine activities, coupled with preference for girl playmates and feminine activities, (e) preference for female role, (f) feminine voice inflection and predominantly feminine content in speech, and (g) verbal statements about the desire or preference to be a girl. S was treated sequentially in the clinic and home environments by his mother who was taught how to reinforce masculine behaviors, and to extinguish feminine behaviors. During this treatment, S's feminine behaviors sharply decreased and masculine behavior increased. A multiple-baseline intrasubject design was used to insure both replication and reliable identification of relevant treatment variables. (Author/LAA)

ED 083 487 CG 008 303

Flores, Thomas R.
Student Personnel Programs for Married Stu-
dents: A Needs Assessment.

Pub Date Aug 73

Note—17p.; Paper presented at the American
Personnel and Guidance Association Meeting,
9-12 April 1973, San Diego, California

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, *Educational
Planning, Evaluation Criteria, *Marital Status,
Needs, *Program Improvement, *Status Need,
*Student Personnel Programs, Student Person-
nel Work, Student Subcultures

Identifiers—*Needs Assessment
Student personnel services in United States col-
leges and universities largely ignore the needs of
married students and their families. This report
serves the following purposes: (1) to discover
needs of the married student population for student
services; (2) to propose programmatic endea-
vors to serve the needs discovered; and (3) to
develop and present a needs assessment
procedure with general applicability in planning
for higher education student personnel programs.
To explore the area of student selfhood support
and development, the study developed a needs
assessment instrument based on 24 criterion
probes to compare desired student status with
actual student status. Deficiencies between actual
and desired status represent student needs. The
investigation also attempted to identify subgroups
of married students sharing similar needs. While
finding a high degree of satisfaction among mar-
ried students, the study discovered seven prob-
lem areas: supplemental income, affiliation need,
family involvement, relationship with college,
child care, job information, and college expecta-
tions and opportunities. The author suggests four
alterations in student personnel services to meet
these needs. (Author/LAA)

ED 083 488 CG 008 308

Harrison, Don K.
Race As A Counselor-Client Variable in Counsel-
ing and Psychotherapy: A Review of the
Research.

Pub Date Aug 73

Note—23p.; Paper presented at the Annual Con-
vention of Association of Black Psychologists,
August, 1973, Detroit, Michigan

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Caucasians, *Counseling, *Coun-
selor Characteristics, Helping Relationship, In-
dividual Characteristics, *Interpersonal Rela-
tionship, Negroes, Psychotherapy, *Race, *Racial
Attitudes, Research Reviews (Publica-
tions), Self Evaluation

This paper reviews and summarizes the findings
of studies that examine the effects of race as a

counselor-client variable in the counseling rela-
tionship. The first major grouping of the paper
deals with studies on the preferences, attitudes,
satisfactions, depth of self-exploration, and re-
porting of behavior and language patterns of the
client. The studies encompass elementary stu-
dents, high school students, college students, and
adults. The second major grouping of the paper
outlines the findings of studies about counselor
prejudice and facilitative functioning. The
preference, attitudes, and satisfaction expressed
by clients with counselors of different race tend
to point in the direction of expressed preferences
for counselors of the same race, particularly
black counselees. The ability of the counselor to
communicate empathic understanding appears
crucial regardless of racial considerations. The
summary statement includes implications for fu-
ture research, theory, and practice.
(Author/LAA)

ED 083 489 CG 008 312

Hofstetter, Heather N. Hofstetter, Merlin I.
Some Recurrent Disagreements about Social
Change Which Affect Action Research Projects.

Spons Agency—Office of Child Development (D-
HEW), Washington, D.C.

Report No.—OCD-CB-207

Pub Date 73

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—"Action Programs (Community),
Community Influence, Community Programs,
*Research Projects, *Social Change, Systems
Analysis, *Theories, *Values

Identifiers—Conflict Theory, Functionalism,
Milan, *Social Darwinism

This paper describes the beliefs and values of a
pluralistic approach to social change and of four
competing approaches: social Darwinism, func-
tionalism, militancy, and conflict theory. Stressing
the alienation and dogmatism of the competing
approaches, the authors relate each approach to
its operation in community action projects. Social
Darwinists favor intergroup conflict to keep the
ingroup pure, and ostracize those who do not ad-
here to values of competition and self-denial.
Functionalists see a stratified society whose
subsystems inter-relate to produce equilibrium.
Militants, showing an intense distrust of establish-
ment officials, demand first-hand experience of
the poor peoples' situation. Conflict theory states
that people in power use that power in their own
interests but to the disadvantage of the powerless.
The pluralistic approach tries to avoid these un-
realistic and romantic aspects by introducing flex-
ibility into rule systems and by using feedback to
revise rules. The paper concludes with specific
recommendations for community action workers.
(Author/LAA)

ED 083 490 CG 008 321

McMullan, Ronald And Others
Graduate Students in Counseling and Guidance

Perception of a Basic Course in Human Rela-
tions: One or Two or Three Years Later.

Pub Date Feb 73

Note—10p.; Paper presented at the American
Personnel and Guidance Association Meeting,
9-12 February 1973, San Diego, California

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—"Counselor Training, *Course
Evaluation, *Graduate Students, *Group Ex-
perience, *Human Relations, Laboratory Train-
ing, Personal Growth, Rehabilitation Counsel-
ing, Self Evaluation, Sensitivity Training

It was the purpose of this investigation to
ascertain and evaluate the response of graduate
students in Counselor Education and Rehabilita-
tion Counseling to their experiences in an in-
troductory course in Human Relations. This
course was an integral part of their counselor
preparation program. We wished to consider the
implications of these student responses for future
counselor preparation. An evaluation instrument
was constructed and mailed to 340 subjects who
had completed the course one or two or three
years previously. A total of 166 (49 percent)
were returned, and the responses were statisti-
cally analyzed. Indications are that the Human
Relations experience tended to facilitate the edu-
cational and/or personal functioning of the mem-
bers who participated. (Author)

ED 083 491 CG 008 322

Nikels, Kenneth W. Hamm, Norman H.
Race, Exposure, and Initial Affective Ratings in
Interpersonal Attraction.

Pub Date May 73

Note—14p.; Paper presented at the Midwestern
Psychological Association Meeting, 9-11 May
1973, Chicago, Illinois

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—"Adaptation Level Theory, *Affective
Behavior, *Classical Conditioning, Experi-
mental, Photographs, *Pictorial Stimuli, *Race,
Racial Factors, Rating Scales, Response Mode,
Visual Stimuli

To test the mere exposure hypothesis, subjects
were exposed to 20 slides of black and white
stimulus persons. Based upon pre-experimental
ratings, each slide had been initially assigned to
one of four groups: high favorable black, high
favorable white, low favorable black, and low
favorable white. The experimental group, consist-
ing of 25 white male subjects, received the expo-
sure treatment; the control group did not. Analy-
sis of variance of the pre- and post-test favorability
ratings of the experimental group revealed a
significant exposure effect for both levels of
favorability. Results indicated a significant expo-
sure effect regardless of race of the stimulus per-
sons. The exposure sequence equally enhanced the
interpersonal favorability of both racial
groups. No significant changes were observed for
the control group. The results of the present
study agree with the response competition view of
the mere exposure effect, but disagree with the
adaptation and classical conditioning explana-
tions. (Author)

ED 083 492 CG 008 323

Nydegger, Rudy V.
Leadership in Small Groups: A Reward-Cost
Analysis.

Pub Date 70

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Change, *Cost Effective-
ness, Cues, Experimental Groups, Group
Dynamics, *Leadership, Punishment, Rein-
forcement, *Rewards, *Social Exchange
Theory, *Verbal Operant Conditioning

By utilizing reinforcing and punishing light cues
the verbal output and leadership status of Target
Ss in a four-person group was manipulated. There
were three conditions: Control (no light cues
used); Agree, where Non-Target Ss were rein-
forced for agreeing with the Target, and punished
for all other verbalizations; and Disagree, where
Non-Target Ss were reinforced for disagreeing
with the Target and punished for all other
verbalizations. From social exchange theory it was
predicted that both experimental groups would
show significant increases on the dependent mea-
sures over trials and in comparison with a control
group, but the Disagree group would not show
the same effect on the leadership rankings. In
general, the results supported the notion that one
leadership function is the maximization of the re-
wards/costs ratio, and the group will rank mem-
bers in the order of their ability to fulfill this
function. (Author)

ED 083 493 CG 008 324

Owens, David J. Straus, Murray A.
The Social Structure of Violence in Childhood and
Approval of Violence as an Adult.

Pub Date Aug 73

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adults, Childhood, *Early Ex-
perience, Imitation, Learning, *Observational
Learning, *Role Theory, Social Attitudes, *So-
cialization, Social Structure, *Violence

This paper tests the idea that the experience of
violence in childhood constitutes a factor leading
to the approval of adult violence for achieving so-
cially desirable goals. Using the data from a na-
tional survey conducted in 1968, the study con-
structs indexes on Interpersonal Violence Ap-
proval, National Violence Approval, and Political
Violence Approval to measure the following
aspects of violence experienced in childhood: ob-
serving violence, carrying out violence, and being
the victim of violence. By computing the correla-
tion of each measure of violence experienced to
indexes of violence approval, the study tests the
hypothesis that violence in childhood relates to
adult approval of violence. Results show that ap-
proval of interpersonal violence most highly re-
lates to experiencing violence as a child. The
authors conclude that a "social structural theory
of violence" featuring social learning and role
modeling has more import for the study than
does a "culture of violence theory."
(Authors/LAA)

ED 083 494

CG 008 325

Pappas, James P. And Others
Career Development Symposium.
Pub Date Sep 72

Note—78p.; Paper presented at the American Psychiatric Association Convention, 2-8 September 1972, Honolulu, Hawaii; Research and Development Report No. 43
EDRS Price MF-\$0.63 HC-\$3.29

Descriptors—Aptitude Tests, *Career Choice, *College Students, Information Seeking, Interest Tests, Minority Groups, Occupational Choice, *Occupational Guidance, Student Needs, Symptom, *Vocational Development, *Vocational Maturity

These programs represent a culmination of efforts made in the last two years by the staff of the Counseling and Psychological Services in attempting to develop a series of career counseling "packages" designed to meet student needs. The programs were based on a theoretical rationale suggesting six classes of factors that influence the career choice process (i.e., change, past experience, personal characteristics, interest, aptitude, values and the world of work). Five decision-making steps in career planning were also stated: identifying the problem, gathering occupational information, exploring vocational alternatives, selecting, implementing and evaluating a choice. Given these factors and stages, the counselors developed multimedia and counseling modules (e.g., vocational testing and interpretation, life planning exercises, value identification, information-seeking behaviors) that were adapted to specialized client populations. Variants of these modules were presented to several thousand incoming freshmen, marathon groups, a career class and minority students. Research instruments to assess program effectiveness included measures of information of the world of work, vocational maturity, movement towards a career choice and information-seeking behaviors. In general, the results suggested client development in all criteria areas. (Author)

ED 083 495

CG 008 328

Rouse, Beatrice A. And Others
Adolescents' Stress Levels, Coping Activities and Father's Drinking Behavior.

Pub Date Aug 73
Note—9p.; Paper presented at the American Psychiatric Association Convention, 27-31 August 1973, Montreal

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adjustment (to Environment), Adjustment Problems, *Adolescents, *Alcoholism, Anxiety, *Fathers, Health, Parent Influence, Psychological Patterns, Psychophysiology, *Stress Variables

The relationship between stress and adjustment and the perceived severity of father's drinking was studied in a random sample of adolescents in a southeastern general population. Significant differences were found on measures of psychophysiological stress, degree of anger usually expressed and activities used to relieve depression. Children of heavy drinkers indicated more stress and depression but utilized fewer effective adaptive methods of dealing with their anxiety and depression. These findings suggest the importance of the perceived father's drinking behavior for their children's physical and psychological health and the need for counseling and school programs in this area. (Author/LAA)

ED 083 496

CG 008 329

Rouse, Beatrice A. Ewing, John A.
Student Drug Use, Risk-Taking and Alienation.
Pub Date May 73

Note—14p.; Paper presented at the American Psychiatric Association, 7-11 May 1973, Honolulu, Hawaii

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Alcoholism, Behavior Patterns, *College Students, *Drug Abuse, *Marihuana, Questionnaires, *Risk, Sedatives, Socially Deviant Behavior, *Student Alienation, Surveys

This study seeks: (1) to detect whether an increase in drug use occurred in the two years since a previous similar study; (2) to determine the kinds and levels of risk which the students associated with the nonprescription use of various drugs; and (3) to examine the extent to which the marihuana groups showed alienation. The study drew a proportionate random sample, stratified on the basis of sex class year, from the undergraduates in a southeastern coeducational

university. The students received mailed questionnaires which examined the use of eight drugs. The results show that marihuana continuers, experimenters, and non-users differ significantly. More users report driving after drinking, using marihuana to overcome depression, and experiencing identity problems. Continuing marihuana users reported serious suicidal thoughts. The perception of fewer risks involved with marihuana use relates more directly to its use than do indicators of alienation. (Author/LAA)

ED 083 497

CG 008 341

Astin, Helen S. Bisconti, Ann S.

Career Plans of Black and Other Non-White College Graduates.

College Placement Council, Bethlehem, Pa.

Pub Date 73

Note—17p.

Available from—CPC Foundation, 65 East Elizabeth Avenue, Bethlehem, Pennsylvania 18018 (\$3.50)

Document Not Available from EDRS.

Descriptors—Career Choice, *Career Planning, *College Graduates, Followup Studies, *Minority Groups, *Occupational Choice, Racial Characteristics, Racial Differences, *Racial Factors, Sampling, Vocational Development

This document is the last in a three-part of monographs on the career plans of college graduates. It presents analyses of 1965 and 1970 post-senior year plans based on data collected by the American Council on Education (ACE) as part of the Cooperative Institutional Research Program (CIRP). Through this program, each year's entering freshmen class at over 300 institutions of higher education fill out questionnaires about their backgrounds, achievements, interests and goals. A sample of the same students in each cohort is followed up four years later. The data are representative of the nation as a whole because of elaborate sampling and weighting procedures. Some of the findings are as follows: the 1965 and 1970 non-white college graduates differed with respect to their career choices; the choices of the 1970 non-white graduates were closer to those of their white classmates. Business choices became increasingly popular among non-white graduates; college teaching showed substantial gains among both black men and black women; and elementary and secondary teaching dropped as a choice for black men. (WSK)

ED 083 498

CG 008 344

Beckman, Linda J.
Teacher's and Parent's Attribution of Causality for Children's Performance.

Pub Date Aug 73

Note—11p.; Paper presented at the American Psychiatric Association Meeting, 26-31 August 1973, Montreal, Canada

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Performance, *Bias, Child Development, *Elementary School Students, Family School Relationship, Motivation, *Parent Child Relationship, Parent Influence, Performance Factors, Rating Scales, Student Evaluation, *Student Teacher Relationship

This study examines certain differences in attribution of causation regarding a child's performance between parents and teachers. The study attempts to examine the process through which teachers' and parents' biases regarding a child are developed and the group differences between the biases. Nine upper-elementary grade teachers assigned equal numbers of children from their own classrooms to three performance categories: Low Performance, Moderate Performance, and High Performance. A child's teacher and his or her parent (usually mother) then completed structured and open-ended questions regarding the reasons why the child performed as he or she did. Results showed that while teachers clearly distinguished differences in causative factors in the different performance conditions, parents of children in different conditions did not significantly differ in their ratings on each factor. Teaching was rated as more important by parents in all three conditions than by teachers. (Author/WSK)

ED 083 499

CG 008 345

Blechman, Elaine A.

Attribution Theory and Family Therapy: Attributional Impediments to Research on Family Behavior Change.

Pub Date 73

Note—19p.; Paper presented at the American Psychological Association Meeting 26-31 August, 1973, Montreal, Canada
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Patterns, *Family Counseling, *Family Relationship, *Group Behavior, Group Membership, Research Problems, *Social Psychology

Three folk psychology predispositions towards group behavior were proposed: (a) The folk psychologist breaks group behavior down into the actions of individuals; (b) He attributes group and group member behavior to causes internal to the group, and ignores situation causes; and (c) He attributes behavior to fixed rather than alterable causes. It was suggested that family research is susceptible to these predispositions. Accordingly, a sample of current family research, all the family listings in Psychological Abstracts, 45, 1971, 1-6, that represented data based research were classified. The results of classification were: (a) Individual family members' behavior received attention in 69% of the cases, the family group received attention in only 4% of the cases, and the situation was never the recipient of effect; (b) in 61% of the cases, the implied cause was internal to the group, in 12% of the cases, the implied cause was external to the group; (c) in 19% of the cases, the implied cause was alterable, in 42% of the cases, the implied cause was fixed. Implications of these predispositions for family therapy were discussed. (Author)

ED 083 500

CG 008 349

Carnes, Ernest B.

Administrative Plan to Prevent High School Dropouts.

South Carolina State Dept. of Education, Columbia, Curriculum Development Section.

Pub Date 72

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Guides, Dropout Attitudes, Dropout Identification, *Dropout Prevention, *Dropout Programs, Dropout Research, Dropouts, Educational Programs, *Potential Dropouts, Student Alienation, *Student Characteristics

Recommendations for developing educational programs for high school dropout-prone students are presented in this publication. Data compiled on dropouts by the South Carolina State Department of Education indicate that approximately one out of every two first graders in South Carolina public schools drops out of school before completing the requirements for a State High School Diploma. Studies conducted to determine the reasons students leave school show no consistent behavioral pattern as to why they withdraw. The most common characteristics of those students withdrawing from school include: lack of interest in school work; economic reasons; a feeling that courses are not relevant to individual needs; attractiveness of outside jobs, wages, and experiences; poor self-concept; etc. The report states that the dropout-prone student generally follows a well-defined path: his interest in school diminishes and grades start to drop, and he begins skipping classes and is perceived as a disciplinary problem by school authorities. The publication concludes that serious efforts must be made to deal with the dropout-prone student. (WSK)

ED 083 501

CG 008 353

Dasinger, James F.

The Role of Montana Secondary School Counselors as Perceived by Selected Reference Groups.

Montana Univ., Missoula, School of Education. Spons Agency—Montana State Office of the Superintendent of Public Instruction, Helena.

Pub Date Aug 73

Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Patterns, Counseling Effectiveness, Counselor Educators, *Counselor Evaluation, *Counselor Functions, *Counselor Role, Parents, Performance, *Role Perception, Surveys, Teachers

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III

The purpose of this study was to investigate the ways in which the occupational behaviors of Montana secondary school counselors are complementary to, or in conflict with, the expectations of their various publics. In this study the counselors and their various publics (counselor-

educators, school administrators, teachers, students, parents) were asked to indicate what functions counselors were actually performing and then indicate whether the counselor should or should not ideally perform this function. This study revealed that there are many counselor-role functions which are perceived by the counselor's public, and in many instances by the counselors themselves, as not being adequately fulfilled. The interviews indicated that in most cases this is not due to the counselor being inadequately prepared but is attributed to the fact that there are too few counselors available to provide adequate guidance services to the large student populations. (WSK)

ED 083 502 CG 008 359

Davis, John Lamberth, John

Energization Properties of Positive and Negative Reinforcers.

Pub Date Apr 73

Note—15p.; Paper presented at the Southwestern Psychological Association Meeting, April, 1973, Dallas, Texas

Available from—John Lamberth, Dept. of Psychology, Univ. of Oklahoma, Norman, OK 73069

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affective Objectives, *Attitudes, Behavior Patterns, *Paired Associate Learning, *Performance Factors, *Reinforcers, Response Mode, Verbal Stimuli

Affect arousing and energizing properties of positive and negative reinforcing stimuli were investigated. Subjects received positive evaluations (PE), similar attitudes (SA), dissimilar attitudes (DA), or negative evaluations (NE) presented on slides. Pre- and post-slide semantic differentials were filled out by each subject. All subjects then learned a paired-associates (PA) list composed of both non-competitive and competitive pairs. Taylor-Spence drive theory predictions for performance on non-competitive and competitive tasks provided a sensitive measure of relative drive or energization levels induced by the reinforcing stimuli. Consistent with past research, semantic differential scores showed NE more powerful than DA in arousing negative affect and PE more powerful than SA in arousing positive affect. The PE and SA conditions were hypothesized to be energizing rather than drive reducing. Performance on the PA learning task showed a higher energization level for the NE condition than for the DA condition. In support of the hypothesis, the PE condition showed a higher energization level than the SA condition. (Author)

ED 083 503 CG 008 361

Faunce, Patricia S.

The Effect of Personality Characteristics of High, Middle, and Low Ability Students on College Persistence. Final Report.

Minnesota Univ., Minneapolis.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research. Bureau No.—BR-I-E-057

Pub Date Jul 73

Grant—OEG-5-71-0032(509)
Note—525p.; Oversized document (actual pagecount is 421p.)

EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—*Academic Ability, Academic Achievement, Academic Performance, College Attendance, *College Students, *Dropouts, Individual Characteristics, *Persistence, *Personality, Sex Differences, Success Factors

The purpose of this investigation is twofold: (1) to study the effect of personality characteristics, identified at the beginning of the freshman year, on the college persistence of high, middle, and low ability men and women students; and (2) to describe women and men of varying ability in terms of certain academic variables. The study relates to the problem of college persistence and investigates two general hypotheses concerning the influence of the nonintellectual variables of personality characteristics on the criterion status of graduate and nongraduate students from the University of Minnesota. The study takes into account evidence which indicates that: (1) nonintellectual factors such as personality characteristics are important determinants of college success; (2) nonintellectual correlates of college performance are specifically tied to ability levels; and (3) sex interacts with factors affecting academic performance. Results point to various

significant differences which are hypothesized as interacting with the differential reward systems and expectations of institution and society for men and women. (Author/WSK)

ED 083 504 CG 008 362

Fidell, Linda S.

Put Her Down on Drugs: Prescribed Drug Usage in Women.

Pub Date Apr 73

Note—13p.; Paper presented at the Western Psychological Association Meeting, 12 April 1973, Anaheim, California

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, *Discriminatory Attitudes (Social), *Drug Abuse, *Females, Individual Needs, Medical Services, *Physicians, *Stereotypes

The medical interview was examined as a problem in two way communication, with selective perception and both patient and physician expectations operating. The potential influence of belief in the sex role stereotype on physician perception of the female patient and his prescribing of psychoactive drugs was examined. (Author)

ED 083 505 CG 008 365

Fischer, Donald G. Burdeny, Terry C.

Individual Shifts and the Group Shift Phenomenon.

Pub Date 72

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Patterns, College Students, *Decision Making, *Group Behavior, Group Membership, *Individual Psychology, Males, *Risk

Identifiers—*Choice Dilemma Questionnaire

The effect of group composition on risk taking was investigated by having various 3-man groups discuss caution-oriented items. Results indicated: (1) only one of nine group types exhibited a significant shift to caution; (2) except for the homogeneous groups, in which there were no shifts, significant shifts in individual decisions did occur, at least for some of the members, in all of the group composition types; (3) compromising effects, in which group members shifted toward each other, were evident; (4) low risk takers changed their decisions least often, highs next, and moderates most often. Findings were related to previous research in the area. (Author)

ED 083 506 CG 008 366

Franklin, Clyde, W., Jr. Michalowski, Raymond, Jr.

Empathy: Affective or Objective?

Pub Date 71

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affective Behavior, *Communication (Thought Transfer), *Communication Skills, Definitions, Emotional Development, *Empathy, Nonverbal Communication, Social Psychology, *Verbal Ability

This paper is based on the premise that one concept in social psychology which lacks conceptual clarification is "empathy" or "empathic understanding". The purpose of this paper is conceptually to clarify the term, and to discuss the implications of this clarification for research and theory in sociology and social psychology. This, hopefully, will stimulate the development of reliable and consistent measures of empathy, and alleviate the lack of correspondence which presently exists between the nominal and operational definitions of the concept. The author submits the idea that empathy is affectively neutral. The paper suggests that empathy occurs as an independent cognitive process, and whether or not this process results in affectively-neutral behavior is a function of additional variables. The paper goes on to define other concepts such as sympathy and effective communication. (Author/WSK)

ED 083 507 CG 008 370

Gelatt, H. B. And Others

Decisions. A Leader's Guide.

College Entrance Examination Board, New York, N.Y.

Pub Date 73

Note—116p.

Available from—College Entrance Examination Board, Box 592, Princeton, New Jersey 08540 (\$3.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Cognitive Processes, College Students, *Decision Making, *Decision Making Skills, High School Students, *Problem Solving, Program Descriptions, *Program Guides, Role Playing, *Self Evaluation, Young Adults
Identifiers—*Decisions and Outcomes (CEEB)

This program, "Decisions and Outcomes", was developed as an extension of the junior high program, "Deciding". The new one is intended for senior high school students, college students, and adults and can be used as an extension of "Deciding" or as a substitute for it with older students. The program deals with typical real-life situations faced by many young adults in a variety of settings and situations. The exercises provide participants with an opportunity to learn more about themselves and their peers by helping them learn how to develop and apply decision-making skills. The materials retain the decision-making concept of "Deciding", but the focus of "Decisions and Outcomes" is the utilization, application, and evaluation of information, objectives, and strategies in the context of more complex personal, educational, and career decisions. The program content is divided into four separate sections: the starting point; the deciding self; before deciding; and apply skills. The program emphasizes practice in using decision-making concepts and skills. Role-playing and simulation are important parts of the program. ("Deciding," ED 071 931). (Author/WSK)

ED 083 508 CG 008 372

Goldman, Roy D. And Others

Sex Differences in the Relationship of Attitude-Toward-Technology to Choice of Field of Study.

Pub Date 73

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Freshmen, *College Majors, Individual Differences, *Occupational Aspiration, *Occupational Choice, Occupational Guidance, *Sex Differences, Sex Discrimination, Social Attitudes, Vocational Development

This study investigates the questions of why male and female college students tend to choose different fields of study. Subjects were recruited by mail from the list of incoming Freshmen of the University of California at Riverside and sampled randomly to represent one fifth of the Freshman class. Since subjects were paid for their participation there was a high response rate to this form of solicitation for a total sample size of 256. The results show that males and females differ significantly in attitudes. The discriminant function coefficients indicated that mechanical curiosity has the greatest discriminating power, with males showing greater curiosity. The comparison among major field groups yielded a highly significant difference among groups, as well as a significant interaction between sex and major field. The study concludes that attitudes differ between males and females and among major fields. The results have an implication for the use of attitude inventories for the academic counseling of women. A conclusion is that the use of a common norm for the counseling of men and women might actually be detrimental to both groups. (Author/WSK)

ED 083 509 CG 008 373

Goldstein, Joel W. Korn, James H.

Judging the Shape of Things to Come: Lessons Learned from Comparisons of Student Drug Users in 1968 and 1970.

Carnegie-Mellon Univ., Pittsburgh, Pa. Dept. of Psychology.

Report No.—R-72-2

Pub Date 72

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Patterns, *College Students, *Demography, *Drug Abuse, Psychological Patterns, *Student Characteristics, Surveys
Patterns of psychoactive drug usage of students at a heterogeneous university were surveyed in 1968, and the Class of 1972 was twice resurveyed. Changes included increases in use of all drugs within the Class of 1972 and between juniors of 1968 and 1970 for popular drugs other than alcohol. Later starting students were somewhat less likely to be narrowly characterizable demographically, and appeared less positive and committed toward their present and future usage. It is suggested that usage became more routine in meaning in students' lives over time, and thus the characteristics of eventual usage patterns cannot be obtained by extrapolation from early patterns. (Author)

ED 083 510 CG 008 379

Haase, Richard F. DiMattia, Dominic J.
The Effect of Environment and Personality on Counseling Outcomes. Final Report.

Spans Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-1-A-001

Pub Date 30 Dec 72

Grant—OEG-1-71-0009(509)

Note—50p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, Conditioning, *Counseling Effectiveness, *Environmental Influences, Interviews, Males, *Personality, *Physical Environment, *Space

The major purpose of this project was to measure the effect of physical-spatial environment and personality on the conditionability of positive affective self-reference statements within a quasi-counseling interview. Two related studies were conducted: Study One—University of Bridgeport; Study Two—University of Massachusetts. Eighteen male undergraduate subjects were utilized in Study One to measure the effect of room size, personality (Factor L, 16PF) and distance interaction on conditioning. The design employed in Study One was a 2 x 2 x 3 factorial analysis of variance with repeated measures on two factors. Fifty-four male undergraduate subjects were utilized in Study Two to measure the effect of room size, personality (Factor L, 16PF) and furniture arrangement on conditioning. The design of Study Two consisted of a 2 x 2 x 3 x 2 mixed factorial analysis of variance. The results indicated that spatial environments do significantly effect the conditionability of positive effective self-reference statements. It was particularly noteworthy that in both studies it was found that room size had a significant effect in altering the conditioning of verbal responses. Implications for counseling and counselor training are discussed. (Author)

ED 083 511 CG 008 388

Kahn, Alfred J. And Others

Child Advocacy, Report of a National Baseline Study.

Spans Agency—Children's Bureau (DHEW), Washington, D.C.

Report No.—DHEW-OCD-73-18

Pub Date [72]

Note—183p.

Available from—U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1791-00185, \$1.50)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Child Development, Children, *Child Responsibility, *Child Welfare, Family Involvement, Family Life, Family Relationship, Family School Relationship, Government Role, *Mental Health, *Parent Responsibility, *Social Services

This study defines child advocacy and considers what it can and should become. The contents of the study are divided into the following chapters: Background of Child Advocacy; National Picture; Proposed Focus for Child Advocacy; Advocacy in Action; Program Variables and Search for Results; Overview and Recommendations. The project, supported by a grant from the Children's Bureau, U.S. Department of Health, Education, and Welfare, indicates that many activities and projects which are labeled child advocacy are in no sense new or different from what has occurred in the children's field for a long time. The study defines the unique activity called child advocacy as intervention on behalf of children with those services and institutions that serve children or impinge on their lives. It is action that focuses on transactions between individuals and institutions or among institutions as they determine the immediate circumstances of children and families. These services and institutions begin where the family leaves off. Whereas child welfare's primary concern is intervention with secondary institutions such as schools, juvenile courts, health programs and child welfare programs. Child advocacy is thus a shorthand term for advocacy on behalf of families and children. (WSK)

ED 083 512 CG 008 390

Kelly, Julia Gaujot, Carol

Career Awareness Program; Fruth Elementary School.

Kanawha County Schools, Charleston, W. Va.

Pub Date 73

Note—70p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, *Career Planning, *Careers, Curriculum Development, Curriculum Guides, Elementary Schools, *Vocational Development, *Vocational Education

This is a report of a career education program, first conceived through a school assembly and initiated at Fruth Elementary School in grades K-6. The format used by the teachers correlates a phase of the world of work with regular school work. Some students and teachers from the Career Education Tech. Center participate in this program as do several agencies. Areas of concentration by grade level are as follows: K-family workers; G1-community helpers; G2-store workers and workers with whom we come in contact; G3-hospital workers; G3 and 4-coal, chemical and food industries; G4-city workers; G5-banking careers; G6-radio and T.V. industry; and Spec. Ed.-construction workers. Tours and special career day events are also part of the total program. To culminate and terminate the Career Education Program K-6, an assembly for the school is planned at which time a slide documentary of the past career education programs will be shown. (Author/WSK)

ED 083 513 CG 008 397

Lehrer, Paul M. And Others

Parent Groups in Behavior Modification: Training or Therapy.

Pub Date Aug 73

Note—22p.; Paper presented at the American Psychological Association Convention, 26 to 31 August 1973, Montreal, Canada

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Affective Objectives, Behavior Change, *Behavior Development, *Behavior Patterns, Behavior Problems, Mental Health, *Parent Child Relationship, *Parent Counseling, Psychological Services, *Training

This paper describes a model in which parents were taught to modify the behavior of their children. Parents were referred to the group after only brief screening consisting of a lengthy questionnaire, an intake interview with a clinician at a mental health center, and perhaps a brief discussion of the case at a disposition conference. Referrals to the program were made for those parents who indicated that their children manifested behavior problems. Thus, the group tested the adequacy of this model for outpatient treatment of children at a mental health center. Ten couples and one single parent agreed to participate in the course which was for ten two-hour sessions, and met once each week in the evening. The results of the course suggest that academically-oriented courses in behavior management are not sufficient treatment for a large percentage of family cases referred to psychiatric treatment facilities, although they may be adequate for other parent populations such as public school parents. The results further suggest that a more clinical group treatment approach should be considered. The fact that 77% of the group participants did carry out successful programs and that the parents did tend to learn the principles of behavior modification suggests that formal parent behavior modification courses can be the major treatment offered for certain selected clients, and can be of considerable adjunctive value with others. (Author/WSK)

ED 083 514 CG 008 400

Mathes, Eugene W. Kahn, Arnold

Diffusion of Responsibility and Extreme Behavior.

Pub Date 10 May 73

Note—10p.; Paper presented at the Midwestern Psychological Association Meeting (45th, 9 through 11 May 1973, Chicago, Illinois)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Anti Social Behavior, *Behavior Patterns, *Group Dynamics, Motivation, Psychological Patterns, *Responsibility, *Socially Deviant Behavior, Stimulus Behavior

The results of this investigation support, in part, the diffusion of responsibility hypothesis which states that antisocial behavior will occur whenever individuals are motivated to engage in socially-unacceptable behavior, and find themselves in a group of similarly motivated individuals. The mechanism by which this antisocial behavior is produced is the spreading or diffusion onto other group members of feelings of personal responsibility for the anti-social behavior. Subjects, singly or in groups, with or without communication, were either angered or not angered and

then given a revenge opportunity. Study results support the hypothesis that group membership, per se, without communication and hence without the possibility of social comparison, produces lessened feelings of responsibility and thus more extreme behavior. (Author/WSK)

ED 083 515 CG 008 406

Murstein, Bernard I.

A Theory of the Effect of Exchange-Orientation on Marriage and Friendship.

Pub Date [73]

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Friendship, Interaction, *Interpersonal Relationship, *Marriage, *Relationship, Social Development, *Social Exchange Theory, *Social Relations

A theory of the role of exchange in interpersonal relationships such as marriage and friendship was proposed. Perceived exchange equity is almost impossible to attain in marriage because of greater sensitivity to self than to others. It was hypothesized that exchange-orientation is inimical to marriage adjustment, with exchange-exchange couples being less happy than other possible exchange combinations (exchange-nonexchange, nonexchange-nonexchange). An exchange-orientation, however, was hypothesized to be quite appropriate for limited or beginning friendships, and exchange-exchange couples should develop greater friendship intensity than other combinations. The data generally favored these hypotheses. (Author)

ED 083 516 CG 008 410

Patterson, Earl T. And Others

Maintenance of Self-Help Skill Training Programs with Non-Professional Personnel Through Incentive Systems.

Pub Date Apr 73

Note—16p.; Paper presented at the Southwestern Psychological Association Meeting, 26 April 1973, Dallas, Texas

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Change, *Institutional Personnel, Institutional Schools, Mental Retardation, Motivation, *Nonprofessional Personnel, *Rewards, *Self Help Programs, Skill Development, Training

Along with the broadening scope of behavioral programs at institutional settings has come the need for training non-professional staff to be competent behavior engineers. The two-fold purpose of this study was to explore the effectiveness of a self-scoring feedback system and two different schedules of reinforcement in maintaining daily training sessions conducted by nonprofessional personnel over an extended period of time. The subjects in this experiment were 13 attendants employed at one cottage at a state institution for the mentally retarded. Baselines were taken before and after the implementation of three different reinforcement conditions. Performance of two experiments using the same reinforcement conditions, differentially sequenced, provided information on the effects of a particular sequence. The results of the study indicate that small monetary payments to attendants made contingent upon training residents, produced dramatic increases in the percentage of daily training sessions conducted at the cottages. Results also show that periodic checks and payoffs can be sufficient to maintain high standards of performance. (Author)

ED 083 517 CG 008 414

Peptone, Emory A.

The Effects of Instructional Practices on Student Learning, Emotional Growth and Interpersonal Relations: II. The Teaching and Learning of Helping. Final Report.

Spans Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No.—BR-1-C-062

Pub Date Sep 73

Grant—OEG-3-72-0007

Note—141p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Behavior Patterns, Elementary School Students, Group Dynamics, *Performance Factors, Role Theory, *Sex Differences, *Socioeconomic Status, *Task Performance

Two studies are presented in which three fourth- or fifth-graders, assigned to five experi-

mentally-created conditions which differed systematically in presence or absence of task-roles and group roles, were asked to cooperate in making a block-pattern on a round board. Behavior was pre-coded in various group-oriented and individual-oriented categories. A productivity index was constructed. In the first study of Facilitation of Cooperative Behavior, cooperative goal-structures alone did not maximize occurrence of cooperative behavior. Performance was poorest when instructions assigning task-requirements and social roles were absent. Pro-social behavior and performance were significantly greater where task-requirements, task-roles and group-roles were present together. In the second study-Critical Evaluations-different degrees of affect and helpfulness in evaluating the childrens' performance showed that criticisms, perceived as helpful and non-threatening, are related positively to achievement. Both studies explored patterns of sex differences and effects of socioeconomic variables. Recommendations are made for further research and for applications to teaching. (Author/SLD)

ED 083 518 CG 008 420

Roberts, Kevin Harshbarger, Dwight
The Measurement of Black-White Adolescent Perceptions Through the Use of Varied Instructions.

Pub Date Apr 73

Note—19p.; Paper presented at the Southwestern Psychological Association Meeting, 26 April 1973, Dallas, Texas

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adolescence, *Adolescents, Individual Differences, *Perception, Personality, *Racial Attitudes, *Racial Differences, Racial Factors, Self Concept, *Self Evaluation

Subjective (perceived) personality differences between blacks and whites were investigated in eleven personality dimensions. Subjects were forty black male and forty white male students from the ninth to twelfth grades. Subjects were assigned to one of two racial conditions corresponding to the subjects' own race; subjects were then randomly assigned under each racial group to one of four instruction conditions (Self Description, Peer Description, Heterorace Description, Projected Autrace Description). Analyses of variance revealed an instruction effect in the absence of a strong race effect. Race by instruction interactions were observed. Correlational analyses were also performed. Findings indicated that black and white self description were very similar. Blacks did not perceive whites as very different while whites perceived blacks as somewhat different from themselves. (Author)

ED 083 519 CG 008 426

Skilbeck, William M.

Attribution Theory and Crisis Intervention Therapy.

Pub Date Oct 73

Note—14p.; Paper presented at the American Psychological Association Meeting, 26-31 August 1973, Montreal, Canada

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Processes, *Crisis Therapy, Goal Orientation, *Helping Relationship, *Intervention, *Social Development, *Therapeutic Environment, Therapy

It was proposed that existing therapeutic procedures may influence attributions about emotional states. Therefore an attributional analysis of crisis intervention, a model of community-based, short-term consultation, was presented. This analysis suggested that crisis intervention provides attributionally-relevant information about both the source of the crisis state and the source of the crisis resolution. Structural and process features of the consultation facilitate attributing the crisis state to an external source and attributing the crisis resolution to an internal source. Implications of this analysis for the role of the crisis consultant, for the setting of goals in crisis work and in the training of consultants, and for the further extension of attributional analysis were discussed. (Author)

ED 083 520 CG 008 431

Stephenson, John B.

Consolidation: The Impact of a New High School on the Achievement, Aspirations, and Adjustment of Students in an Appalachian County. Final Report.

Kentucky Univ., Lexington.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—BR-9-0342

Pub Date Oct 73

Grant—OEG-3-70-0022(010)

Note—229p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Consolidated Schools, *Educational Environment, Individual Differences, Intelligence Factors, Longitudinal Studies, *Sex Differences, Socioeconomic Status, *Student Adjustment, *Success Factors

This study attempts to assess the effects of high school consolidation on the achievement, aspirations, and adjustment of students by following one cohort through a newly-consolidated school in a southern Appalachian county beginning in 1968. The study compares the consolidated students with students in a nearby nonconsolidated school during the first three years following consolidation. Questionnaires, interviews and school records provide information on within-school variations in the consolidated school over four years. The findings suggest that few, if any, major differences exist between the two schools on the achievement, aspirations, and adjustment measures available. Moreover, the results suggest that initial inequalities existing within the consolidated school typically remained by the end of the 12th grade. No group became more "advantaged" across the board on the success indicators, but lower status, lower IQ, lower modernism females in the consolidated high school did show increasingly poorer adjustment patterns, while lower status, lower IQ, lower modernism males showed improvement on some adjustment indicators. (Author)

ED 083 521 CG 008 433

Taylor, Dalmaz A.

Self-Disclosure as an Exchange Process: Reinforcement Effects.

Pub Date 73

Note—23p.; Paper presented at the American Psychological Association Meeting, 26-31 August 1973, Montreal, Canada

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Patterns, *Communication (Thought Transfer), Intercommunication, *Interpersonal Relationship, Literature Reviews, Psychological Patterns, *Social Exchange Theory, *Verbal Communication

In association with an extensive examination of the disclosure literature, this paper describes two laboratory studies designed to yield information regarding the effects of reinforcement on self-disclosing behaviors in an exchange process. In one series, the experimenters manipulated the patterns of personal reward/cost experiences, hypothesizing that shifts in reinforcement, inconsistent with prior established expectations, would produce "contrast effects". Results provide evidence of such effects, with S's exposed to negative changing to positive reinforcement talking about themselves for longer periods of time than those subjected to continuous positive conditions. This pattern held true only when S's were led to think they would be together for a long time. No contrast effects were found for the positive changing to negative condition. A followup study, in which the major independent variable was intimacy, introduced four patterns of intimacy of self-disclosure into the verbal exchange of S's and confederates. Results of these exchanges also provided some support for the contrast hypothesis. The author suggests several independent theoretical foundations for the appearance of contrast effects and hopes that future studies will provide more solid empirical support for such effects. (Author/CJ)

ED 083 522 CG 008 434

Tennen, Howard

Perceived Effort Expenditure as a Factor in Achievement-Motivated Behaviors.

Pub Date 73

Note—12p.; Paper presented at the American Psychological Association Meeting, 26-31 August 1973, Montreal, Canada

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement, *Behavior Development, Behavior Patterns, College Students, High Achievers, Low Achievers, *Motivation, *Performance Factors, Persistence, Risk, Success Factors

Two experiments are reported in which a cognitive (attributional) model of achievement

motivation is applied to two achievement-related behaviors, persistence and selection of intermediate-risk tasks. Results of Experiment I indicated that S's perceived effort expenditure was related to persistence for high achievers. In Experiment II, high achievers made more intermediate risks than low achievers. There were no significant differences within achievement groups across public and private attributional conditions. Results were discussed in terms of establishing environmental conditions conducive to the performance of achievement related behaviors. (Author)

ED 083 523 CG 008 441

Wicham, Harvey Paynton, Clifford

A Social Inoculation Model for Increasing Resistance to Illicit Drug Use.

Pub Date Apr 73

Note—12p.; Paper presented at the Western Psychological Association, April 1973, Anaheim, California

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Change, *Drug Abuse, *Identification (Psychological), *Imitation, Models, *Role Models, Secondary Schools

This paper describes a psychological model for influencing social behavior that is based on a biological model. The model gave rise to an idea for a drug abuse program which applied and tested concomitantly in an "action research" drug abuse program with junior and senior high schools in San Bernardino, California. It was postulated that, given a school situation where an active group of drug users and pushers were present, a sizeable number of low-resistance students would imitate the drug behavior. It was further postulated that the medical inoculation model, by introducing into the schools deactivated toxic agents such as paroled ex-addicts, would act to discourage the low-resistance students from illicit usage. Some of the validating techniques used in this type of research are highlighted in describing the outcome of the application of the model. The data seem to support the viability of the model, and the paper concludes with a discussion of models and the risks involved in their use. (Author/SLD)

ED 083 524 CG 008 442

Wilson, Gregory James

A Comparison of the Interpersonal Behavior

Orientation of College Freshman Women from Catholic School Background with College Freshman Women from Public School Background.

Pub Date May 73

Note—83p.; M. A. Thesis, Marycrest College

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Patterns, *Behavior Rating Scales, Catholic High Schools, *College Freshmen, *Comparative Analysis, *Females, Historical Reviews, Interpersonal Relationship, Public Schools

Identifiers—*Fundamental Interpersonal Relations Orientation

This study isolates the variable of pre-college education to determine whether Catholic parochial school educated women have significantly different interpersonal relation orientation than do public school educated women. Fifty women comprised the two final sample groups. The data was gathered through use of the Fundamental Interpersonal Relations Orientation-Behavior scales (FIRO-B Scales), measures expressed and wanted inclusion, control and affection. Findings suggest that: (1) women who have previously attended parochial schools exhibit more social inclusion than do those who attended public schools; (2) women who have attended parochial schools exhibit a greater need for social inclusion than do others; (3) little if any difference exists between the two groups in the amount of social control deemed desirable or in the amount of affection given or desired in social situations. Since this study was conducted at a small Catholic college, a broader study should be conducted in a larger setting to determine whether or not the results will generalize. Future research should also assess the importance of the inter-group difference in inclusion behavior to determine if such a difference might be responsible for fostering socio-religious segregation in society or, rather, might represent a desirable behavior that is not being learned in the public schools. (CJ)

ED 083 525 CG 008 445

Young, Anne M.
Employment of High School Graduates and Dropouts. October, 1972: The High School Class of 1972.

Bureau of Labor Statistics (DOL), Washington, D.C. Div. of Labor Force Studies.
Pub Date Jun 73

Note—32p; Special Labor Force Report 155
Journal Cit—Monthly Labor Review; Jun 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Census Figures, *College Attendance, *Dropouts, *Employment Patterns, *High School Graduates, *Labor Force, Negroes, Spanish Americans, Unemployed, Working Women

This Special Labor Force Report, published by the U.S. Department of Labor, presents statistics on the high school class of 1972. The report bases its estimates on supplementary questions in the October 1972 Current Population Survey by the Bureau of the Census and includes explanations of the sampling procedure, definitions of terms used, and detailed tables. It makes comparisons between the numbers of 1972 high school graduates versus dropouts in the labor force, and between sub-groups—number of white dropouts versus number of dropouts of Spanish origin, number of black graduate enrolled in college versus number of whites, number of women graduates attending college versus number of men, etc. The report briefly discusses economic, geographic, and sociological factors influencing differences between groups, and examines how young people of Spanish origin fare in the job market. (This wider analysis covers all out of school youth age 16-24). Among the more interesting findings are these: (1) only 49% of 1972 graduates (the lowest proportion in 5 years) went on to college; and (2) among all youth of Spanish origin aged 16-24, one of three was a school dropout, a much larger proportion than among whites or Negroes. (EAK)

ED 083 526 CG 008 450

The Challenge of Youth Service Bureaus.

Youth Development and Delinquency Prevention

Administration (DHEW), Washington, D.C.

Report No.—DHEW-SRS-73-26024

Pub Date 73

Note—46p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (#1766-00012, \$0.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Programs, Crime, Delinquency, *Delinquency Prevention, *Delinquent Rehabilitation, Juvenile Courts, Social Services, Surveys, *Youth Problems, *Youth Programs

This publication is the report of a study of the nationwide youth services bureau effort undertaken by the youth authority of California at the request of the Youth Development and Delinquency Prevention Administration in 1971. Questionnaires (dealing with types of program, organization, program administration, funding, staff, clients, and primary objectives) were returned from 222 of the 262 agencies contacted. Surveys findings conclude that, although bureaus are widespread, their conceptual bases and funding levels have not been sufficient in scope to make much difference in the way that our society deals with troubled youth. However, there is evidence that youth services bureaus have pioneered programs that are changing ways in which their own communities provide such services, which is encouraging for the future of the bureau concept. The report suggests these principles for the implementation of a youth service bureau: (1) organization and program must remain flexible in order to respond to a community's unique needs and unanticipated problems; (2) programs must deal with the community power structure, including those believing in a punitive and deterrent course of action; (3) programs must be real substitutes for other courses of action; (4) programs must use the favorable public bias toward children to its fullest advantage; and (5) programs must provide for evaluation and research. The report also points out that staff is the single most important ingredient of the youth service bureau. (Author/EAK)

ED 083 527 CG 008 451

Youth Service Bureaus and Delinquency Prevention.

Youth Development and Delinquency Prevention Administration (DHEW), Washington, D.C.

Report No.—DHEW-SRS-73-26022

Pub Date 73

Note—62p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (1766-00011, \$0.55)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Agencies (Public), *Delinquency Prevention, Models, *Rehabilitation Programs, Social Services, *Youth Agencies, *Youth Problems

This pamphlet presents a model for the establishment of a Youth Service Bureau (YSB) in response to recommendations set forth in the President's Commission on Law Enforcement and Administration of Justice (1967). Objectives of a YSB are the prevention of juvenile delinquency and the diversion of youths from the juvenile justice system. To meet these objectives, a YSB must tailor its organization and program to meet local conditions in the light of the state of the development of youth services in the community. The pamphlet offers suggestions for organizing a YSB, the auspices under which it may operate, the services it should provide, the functions of advisory groups, staffing, funding, relationships to other community agencies, potential legal problems and program evaluation methods. Excerpts from several conferences and documents pertaining to youth are included in the appendixes. (Author/CJ)

ED 083 528 CG 008 452

Robbins, Lillian And Others

Drug Use in Adolescents: Findings from a District-Wide Census of Junior High School and High School Students in New York State.

Pub Date 72

Note—8p; Paper presented at the American Psychiatric Association Meeting, 26-31 August 1973, Montreal, Canada

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adolescents, Age Differences, *Behavior Patterns, *Drug Abuse, High School Students, *Individual Psychology, Junior High School Students, *School Surveys, Sex Differences, Statistical Data

This study assesses correlates of the use and non-use of illicit drugs and medicinal substances among 6,405 secondary school students in an entire district. Responses to a questionnaire administered to the students were analyzed separately by sex and grade level (7-9 vs. 10-12). Some findings were: (1) about one-third of the high school students (10-12) were using illicit drugs, while one-tenth of junior high school students (7-9) were users; (2) over two-thirds of the grade 7-9 group and over half the grade 10-12 group reported no drug use at all; and (3) legal substances were most frequently used by those reporting usage, with coffee, alcohol and tobacco most popular and illicit drugs (except marijuana) used by less than one-tenth of the sample. Friends were very important in shaping drug-use patterns, with users being eight times as likely to have a best friend also using drugs. Users describe themselves as social misfits and may turn to drugs as a means of finding friends. The data suggest that, at least for this district, the majority of adolescents are relatively uninvolved with illicit drugs. Educational programs must differentiate between the relatively small user group, those sporadically involved, and those who are non-users. (Author/CJ)

ED 083 529 CG 008 453

Quick, Alida D. Crano, William D.

Effects of Sex, Distance, and Conversation in the Invasion of Personal Space.

Pub Date May 73

Note—7p; Paper presented at the Midwestern Psychological Association Meeting, 9 to 11 May 1973, Chicago, Illinois

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Anxiety, Behavior Patterns, *Communication (Thought Transfer), Interpersonal Relationship, *Response Mode, *Sex Differences, *Space, Speeches

Empirical evidence indicates that intrusions into an individual's personal space may produce anxiety and defensive or avoidance behaviors which might be reduced when conversation occurs between interactants. This paper briefly presents two field experiments designed to investigate this possibility. The first study hypothesized that invasion of space would incur more

rapid defensive reactions when the invader (experimenter) and subject were the same sex. Analyses disclosed that both distance and sex of invader had significant impact; an unexpected finding was that female experimenters elicited more rapid defensive reactions than males. A second study incorporated distance, sex and presence or absence of a verbalized remark ("hello"). Analysis indicated that sex of the invader and verbalized communication influenced subject reactions in the direction of defense or avoidance. Females again brought about more threatened feelings on the part of subjects. It is posited that uninvited advances by female invaders are perceived as manifestations of aggression, and therefore more threatening to males; another possibility is that female experimenters, recognizing a role conflict in their portrayal, reflect anxiety which stimulates rapid defenses. To test these hypotheses, a third study has been designed to incorporate not only distance and sex but also anxiety levels of invaders. (Author/CJ)

ED 083 530 CG 008 456

Bruce, John Allen

The Role of Mothers in the Social Placement of Daughters: Marriage or Work?

Spons Agency—Minnesota Univ., Minneapolis. Graduate School Research Fund.; National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date Aug 73

Note—16p; Paper presented at the American Sociological Association Meeting, 27-30 August 1973, New York, N.Y.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Choice, Females, *Housewives, *Life Style, *Mother Attitudes, Mothers, *Parent Influence, *Working Women

This research paper focuses on the interaction between two prominent roles of mothers: employment and the social placement of daughters in marriage. The findings support the notion of a causal chain that links (a) maternal employment with (b) a different view of social placement with (c) differential maternal encouraging behavior or involvement in courtship. Findings show that working mothers are more likely to view employment as an option for their daughters than are unemployed mothers. The author concludes that evidence is in favor of a change in maternal attitudes toward the social placement of daughters. It is suggested that this change is due to the mother's view of employment, and its consequence is a lessened degree of involvement in a daughter's courtship or mate choice. (Author/WSK)

ED 083 531 CG 400 079

Walz, Garry R., Ed. And Others

Impact: The Magazine for Innovation and Change in the Helping Professions. Volume 2, Number 6.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-6-2487

Pub Date Jul 73

Contract—OEC-3-6-002487-1579(010)

Note—76p.

Available from—Impact Publications, School of Education, University of Michigan, Ann Arbor, Michigan 48104 (\$1.75)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adolescence, *Adolescents, Counseling Effectiveness, Literature Reviews, *Periodicals, Publications, *Youth, *Youth Problems

This issue of Impact, a bi-monthly magazine published by ERIC/CAPS, focuses on problems of youth. It offers a wide selection of approaches and techniques which are being used successfully by practicing helping professionals. One contributor, Garry F. Kelly, has counseled a number of potential runaways. Joseph Koch has instituted the "up-front, close-contact" counseling system which he writes about. Ron Kopita has worked in the area of peer counselor training. Other features include an interview with Jerry Jacobs who has worked with potentially suicidal adolescents and has written a book on the topic. (Author/WSK)

ED 083 532 CG 400 100

Smith, Robert L., Ed. Walz, Garry R., Ed.

Developing Students' Potentials.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-6-2487
Pub Date 73

Contract—OEC-3-6-002487-1579(010)

Note—107p.; Three group approaches

Available from—Education Resources Division
Capitol Publications, Inc., Suite G-12, 2430
Pennsylvania Avenue, N.W., Washington, D.C.
20037 (HC \$3.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Achievement, Achievement Need,
*Behavior Change, Conflict Resolution, Human
Capital, *Motivation, *Psychoeducational
Processes, *Self Actualization, *Student
Development, Training

The foundation for this publication was a workshop at The University of Michigan which put together three programs in the area of psychological education. These three group approaches, documented by research, are presented. The first approach assists people, through achievement motivation training, to be more effective in reaching their goals. Some ingredients of such a program include measuring achievement thinking, learning achievement thoughts and action strategies, experiencing achievement thinking, and practicing achievement strategies through goal setting. The second approach, human potential training, helps people to expand their goals and to realize more fully, their potentials. Because it focuses on positive characteristics, this approach is particularly suitable for the public school setting. The third approach, elimination of self defeating behaviors (SDB) helps people rid themselves of behaviors detrimental to achieving full potential. A unique feature of SDB groups is strong direction provided by the leader. Some guidelines for implementing the three programs are offered, and two appendices are included. Appendix A provides references covering group approaches and special problems. Appendix B, a Guide to Career Goal Accomplishment, indicates ways in which achievement motivation research and training can be related to career development planning and exploration. (EAK)

CS

ED 083 533

CS 000 674

Gadway, Charles J.

Drawing Inferences: Theme 7, Reading.

Education Commission of the States, Denver,
Colo. National Assessment of Educational
Progress.

Spons Agency—National Center for Educational
Statistics (DHEW/OE), Washington, D.C.
Report No—R-02-R-07

Pub Date Aug 73

Note—275p.; Some sample exercises omitted due
to copyright restrictions

Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
D.C. 20402 (\$2.50)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Elementary Grades, *National Surveys, Reading, *Reading Achievement, *Reading Comprehension, *Reading Research, *Reading Skills, Secondary Grades, Young Adults

Identifiers—*National Assessment of Educational Progress

Drawing inferences requires that an individual derive a conclusion not explicitly stated in the passage but which logically might be expected on the basis of the organization of the passage and the information it contains. In the summary of the data from Theme 7, the overall performance of the various groups is compared to the national level on the set of exercises representing Theme 7. Results are given for ages 9, 13, 17, and young adults. Within each age level across the nation as a whole and regionally, results are given for sex, color, level of parental education, and size and type of community. In summarizing the data for a group, the group's overall behavior and certain specific behaviors are discussed. (WR)

ED 083 534

CS 000 764

Fletcher, J. D.

Transfer from Alternative Presentations of
Spelling Patterns in Initial Reading.

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Spons Agency—National Science Foundation,
Washington, D.C.

Report No—TR-216

Pub Date 28 Sep 73

Note—70p.; Psychology and Education Series

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Beginning Reading, Computer Assisted Instruction, Grade 1, *Phoneme Grapheme Correspondence, Phonics, Reading, *Reading Research, *Reading Skills, *Spelling, *Word Recognition

The investigation was concerned with the class of grapheme-phoneme correspondence called spelling patterns and was intended to broaden empirical understanding of grapheme-phoneme correspondences used in teaching initial reading. Twenty-five boys and 47 girls from three moderate-ability first grade classes were chosen as subjects. These students had accumulated six minutes of session time on the computer assisted reading program (CAI) phonic strand before beginning the experiment. One set of 24 spelling patterns was devised for each of the five vowels: A, E, I, O, and U. When each subject began the experiment, he was randomly assigned to one of the five sets of spelling patterns and then 12 of the 24 spelling patterns in the chosen set were selected for training. At the end of his eight-day training period, each subject was individually tested, off-line, on all 144 initial consonant and final consonant combinations derived from the full set of 24 spelling patterns to which he was assigned. The data reflected the value of presenting spelling patterns in initial reading. Teaching spelling patterns to the subjects resulted in positive transfer to a criterion task that required subjects to read words and non-words composed of the spelling patterns taught. (WR)

ED 083 535

CS 000 768

Pedrin, Bonnie C. Pedrin, D. T.

Predictions of College Achievement and Attrition.

Pub Date 73

Note—54p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Educational Problems, Educational Programs, Financial Support, *Higher Education, Marital Status, *Predictive Measurement, *Predictor Variables, Reading Ability, Sex Differences, Social Class, Student Employment
Identifiers—Student Attrition

Decisions are often made by administrators in higher education with regard to students and programs. Hopefully, the research literature will have a bearing on specific programs to be instituted at specific colleges. There is voluminous data and information in this field. Studies and summaries are presented for prediction of academic achievement, prediction of attrition, and factors related to academic achievement and attrition: socioeconomic level, race, sex, marital status, financial aid, employment, and special programs. The statements made are for groups, large and small, majority and plurality, and not necessarily for individuals. Also presented are references with multi-citations, including not only a specific reference but also many related references. (Author)

ED 083 536

CS 000 769

Manzo, Anthony V.

The Guided Reading Procedures: A Strategy for Improving Unaided Recall and for Advancing an Attitude of Comprehension Accuracy.

Pub Date Mar 72

Note—11p.; Paper presented at the Annual Conference on Secondary Reading of the University of Virginia (2nd, March 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Instruction, Elementary Grades, Reading, *Reading Comprehension, *Reading Development, Reading Improvement, *Reading Instruction, *Reading Programs, *Reading Skills, Recall (Psychological)

Identifiers—Guided Reading Procedure

This paper focuses on the Guided Reading Procedure (GRP) as a means of improving a literal level skill (unaided recall) and an attitudinal factor (accuracy in comprehension). Also discussed are some features of the GRP which suggest its possible value for fostering such other attitudinal and higher order skills as "recognizing implicit questions," "self-correction," and organization. The GRP, a simple group or individual procedure that can be used from primary school through college, consists of the following

steps: An individual or a group is asked to read (or listen to) a selection, the optimal length of which varies with the teaching purpose. Prior to reading, the students are told to read and remember all that they can. After the reading is completed the teacher records the information recalled in whatever fashion it is remembered. The students are then encouraged to recognize incomplete information and other inconsistencies, to go back and review the passage, and to organize remembrances into something resembling an outline. The last two steps are optional and are concerned with medium-term memory (24-48 hours later) and long-term memory. (WR)

ED 083 537

CS 000 770

Hiller, Jack H. Denzel, Harry

A Comparison of Idiosyncratic Study, Passive Reading and Inserted Question Treatments in Learning from Text.

Pub Date Feb 73

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Assn. (New Orleans, February, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Processes, College Students, Learning Processes, *Questioning Techniques, *Reading Comprehension, *Reading Research, *Study Habits, Teaching Methods, *Test Construction, Test Results

Limited evidence suggests that different kinds of inserted questions may be differentially effective in promoting learning from text. In this experiment one of four groups had inserted knowledge-level questions and a second group, comprehension questions. It was argued here that: (1) in previous adjunct-question research, treatment groups have been forced to study in a manner that would not obtain outside of experimental conditions; (2) valid control groups have not been employed. Therefore, adjunct groups were permitted freedom to study according to preference, and two controls were run: idiosyncratic study, and passive reading. Subjects in the idiosyncratic condition consistently outperformed the others, but overall differences of test means were not significant. (Author)

ED 083 538

CS 000 772

Sherk, John K., Jr. Manzo, Anthony V.

Humanistic Studies as a Component of College and Adult Reading Programs.

Pub Date Dec 72

Note—12p.; Paper presented at the Annual Meeting of the National Reading Conference (New Orleans, December 1972), Humanistic Psychology Symposium

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Reading Programs, *College Programs, *Humanism, Individual Needs, *Language Instruction, Language Programs, Psychological Needs, *Reading Comprehension

A consideration of reading potentials could produce a more balanced outlook concerning the future of reading in our society. In working with students on the improvement of reading, we find that comprehension problems are often related to attitudes about language, facts, and accuracy that are opposed to the requirements of the learning situation. This is a humanistic problem. As a component of college and adult reading programs, some type of "language" dimension should be added to help students develop awareness and/or improvement in the following: language as language; reading as an aspect of the language system; language practice vs. language potential; and students' current language status. Programs should also be developed to help those students who arrive on the college campus with deficits unrelated to intellectual deficiencies, skills, or physical handicaps, as a relationship has been seen to exist between mental and emotional health and academic success. (LL)

ED 083 539

CS 000 773

Devorian, Margaret Coda

Data Collection: A Cybernetic Aspect of a Learning Assistance Center.

Pub Date Apr 73

Note—12p.; Paper presented at the Annual Meeting of the Western College Reading Assn. (Albuquerque, April 12-14, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Data Analysis, Data Collection, *Education Service Centers, Evaluation Techniques, *Higher Education, Universities
Identifiers—*Learning Assistance Centers

Data collection and analysis as a cybernetic aspect of a Learning Assistance Center (LAC) is discussed. Using the LAC at California State University Long Beach (CSULB) as a model, the LAC is defined as a support, delivery, and referral service for the entire campus community. A LAC is held accountable to itself and its users through a cybernetics approach to systems (problem definition and organization, system analysis and development, and system evaluation are interrelated by feedback built into the system). Three aspects of the LAC's total assessment procedure are considered: (1) usage of the center, (2) usage of the materials in the center, and (3) usefulness of the center's material to the learners. The author asserts that improved data collection, analysis, and subsequent change within the system are required for improved accountability. Literature dealing with accountability is reviewed. The practicality and efficiency of the methods used at CSULB for assessment are discussed and evaluated. (LL)

ED 083 540 CS 000 774

Ribovich, Jerilyn K., Ed.

Views on Educational Roles and Objectives. Position Papers in Early Childhood-Elementary Education.

Maryland Univ., College Park. Reading Center.

Pub Date 73

Note—110p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Early Childhood Education, *Educational Objectives, Elementary Grades, Mathematics, Preschool Education, Preschool Teachers, *Preservice Education, Reading, *Reading Instruction, Reading Materials, Reading Programs, *Teacher Certification, *Teacher Qualifications, Teacher Seminars

The papers contained in this volume are the result of nine seminars conducted during 1972 and the first half of 1973. One concern that dominates many papers is the preparation of individuals for the teaching role. O'Neill reports the evaluation results of a preservice program that maximizes the use of field experiences; Duffy discusses the results of his study designed to evaluate undergraduates in social studies methods courses; Ashlock presents a rationale for the need of certification for elementary school mathematics specialists; after analyzing texts used in reading methods courses, Moretz and Davey assert the need for more consistent use of reading terminology; Amershek urges professional competence as the criterion for the selection of staff members for preschool programs. Another concern reflected in many of the papers is the nature of school programs for learners. Maley describes the impact of a reading emphasis industrial arts program; Gantt advocates a focus on the child's educational environment; Shields discusses reading in the kindergarten; and Hall and Ribovich build a rationale for teaching reading as a form of communication. Following each paper is a brief summary of participant reactions. (WR)

ED 083 541 CS 000 775

Erskine, Richard Gordon

Developing Reading Potential: Identification and Instruction of Disadvantaged High Risk Readers in Kindergarten

Pub Date 72

Note—142p.; Ph.D. Dissertation, Purdue University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-15,800, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Beginning Reading, *Diagnostic Teaching, Kindergarten Children, Reading, Reading Ability, Reading Diagnosis, Reading Improvement, *Reading Instruction, Reading Programs, *Reading Readiness, *Reading Research, Reading Skills

A program of early diagnosis and instruction of kindergarten children predicted to have difficulty in learning how to read was investigated. All kindergarten children enrolled in a rural school system were screened with the Teacher Inventory for the Early Identification of High Risk Readers. Those with scores below one standard deviation on the total or one and one-half standard deviation on any of the subtests comprised the group eligible for a second screening. The Vane Kindergarten Test was used to assess 142 subjects, and subjects with total or subtest scores below

the group mean score composed the three treatment groups. Group 1 received a diagnostic-prescriptive program of specific developmental reading readiness activities for two 45-minute sessions per week for 16 weeks in addition to the regular program. Group 2 teachers received a diagnostic evaluation which identified each subject's specific strengths and weaknesses and suggested individualized programs of readiness activities. Group 3 received only the regular kindergarten program. The results indicated that both diagnostic-prescriptive programs were successful when compared to the regular kindergarten program, in which specific disabilities had not been identified. (Author/WR)

ED 083 542 CS 000 776

White, Sharon Faye

A Study of the Relationship Between Racial Illustrations Accompanying Stories in Basal Readers and Children's Preferences for These Stories.

Pub Date 72

Note—58p.; Ed.D. Dissertation, State University of New York at Buffalo

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-16,741, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Educational Research, Grade 2, *Illustrations, *Reading, Reading Interests, *Story Reading, *Student Attitudes, *Textbook Bias, Textbook Content, Textbook Selection

The subjects were 72 black and 72 white second-grade children, with an equal number of boys and girls in each racial group. Two sets of the same twelve stories from one edition of a basal reader were used, one set featuring illustrations of white characters and the other black characters. Each child was read three story pairs by a white adult and an equal number by a black adult. After each pair of stories was read, the child selected the story which he or she preferred. The conclusions were: (1) the children were aware of the race of the character illustrating the stories and preferred characters of their own race; (2) they did not discriminate in their selection according to sex differences; and (3) the race of the reader was not an influential factor in the preference of the children. Guidelines are suggested for future studies on this and related topics. (Author/LL)

ED 083 543 CS 000 779

Norman, Donald A.

Cognitive Organization and Learning.

California Univ., La Jolla. Center for Human Information Processing.

Spons Agency—Department of Defense, Washington, D.C. Advanced Research Projects Agency; National Science Foundation, Washington, D.C.; Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Pub Date Aug 73

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Learning, *Cognitive Processes, Complexity Level, *Comprehension, *Concept Formation, Educational Research, *Learning Processes, Memory, Retention

When one learns complex material, the important thing appears to be the ability to understand the material. Once understanding occurs, learning and remembering follow automatically. The conventional psychological literature says little about the processes involved in the learning of complex material—material that takes weeks, months, and even years to be learned. Yet, most adult learning is of this form. This paper examines some of the issues that are involved in this type of learning, issues such as the nature of understanding, the types of hypotheses that subjects bring to bear on the learning process, and the types of processes that need to be studied in order to understand the psychology of learning. (Author)

ED 083 544 CS 000 780

Smith, Lewis B. Morgan, Glen D.

Cassette Tape Recording as a Primary Method in the Development of Early Reading Material.

Pub Date 73

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, Basic Reading, *Beginning Reading, Early Reading, *Individualized Reading, *Language Experience

Approach, Learning Modalities, Primary Grades, *Reading Instruction, Reading Materials, *Reading Programs, Tape Recordings Identifiers—*Communication Skills Through Authorship

Communication Skills Through Authorship (CSTA) is an initial and early reading program designed to complement any basal reading plan and based on the premise that a child will learn best to read what is important to him personally. Begun in Idaho schools in 1969-70, the program encourages each student to tape record many impressions, stories, or experiences which he considers meaningful. Typed copies are returned to the child and become his personalized reader. He may choose to share his story with his teacher, his peers, or simply read it to himself. In 1971-72, district-wide implementation of the program began in grades one and two with a similar district serving as a control group. Experimental first graders significantly outscored the control students on the Stanford Achievement Test. No significant differences were found in achievement between second grade groups or in reading attitude and self-esteem for either group at both grade levels. Seventy-eight percent of the participating teachers expressed a strong desire to continue the program, and most indicated a decline in their preference for the basal approach and an increase in their preference for individualized and language experience approaches. A more complete program description and other findings are included in the document. (TO)

ED 083 545 CS 000 781

Page, William D.

1973 Concise Miscue Bibliography.

Pub Date 73

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, *Oral Reading, *Reading, *Reading Research Identifiers—*Miscue Analysis

This bibliography contains 79 entries and is aimed primarily at persons seeking to do research on miscue methodology. It was compiled by a miscue research group at the University of Chicago and is as complete and inclusive as was possible at the time of submission. (Author/WR)

ED 083 546 CS 000 782

Siebenman, Jeanne And Others

The Contribution of Reading Instruction to Success in the Content Areas in the Secondary Schools.

Pub Date 73

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Content Reading, Developmental Reading, Grade 9, Reading, Reading Ability, *Reading Instruction, *Reading Programs, *Reading Research, Reading Skills, *Secondary Education

This study investigated a ninth grade developmental reading program—reading taught in a reading classroom by a reading teacher—in hopes of determining what could be considered an adequate length of time needed in this type of situation for a student to show specific gains and a definite carry over of skills into the content areas. Ninth grade students attending one high school were divided into levels of ability as determined by the Davis Reading Test. On the basis of these test results students were assigned to levels of instruction in English and reading classes. One half of the students at each level received reading instruction, while the other half received English during the first semester of their freshmen year. One class in reading and one class in English from each of four levels were randomly selected for study. The students in the English classes served as the control group, and the students in the reading classes served as the experimental group. At the end of the first and second quarters of instruction, grade cards for all the subjects were collected and evaluated. The findings indicated no significant differences in the overall grade averages of those in reading classes and those not in reading classes. (WR)

ED 083 547 CS 000 783

Motivating Interest in Reading.

International Reading Association. Utah Council.

Pub Date Mar 71

Note—71p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Elementary Grades, Junior High School Students, *Motivation, Parent Participation, Reading, Reading Centers, *Reading Development, *Reading Instruction, *Reading Interests, Reading Materials, *Reading Skills, Recreational Reading, Teaching Techniques, Vocabulary

This yearbook is a collection of articles on the topic of motivating interest in reading. The articles are: "An Introduction to Recreational Reading in the Classroom" by Floyd Sucher, which discusses objectives, materials, setting, scheduling, and sharing activities; "New Words and New Meaning for Old Words" by Vermont Harward, Dan Bird, and Edith Stimpson, which looks at activities related to understanding word meanings; "Effective Classroom Reading Centers" by Ruel Allred and Floyd Sucher, which discusses the rationale, practical suggestions for developing reading centers, types of classroom reading centers that are possible, and use of a reading center; "Techniques for Implementing Recreational Reading Programs" by Della McClellan and Ruel Allred, which provides 20 techniques for motivating children to reading; "Helping Children Develop Interest in Reading," which lists 38 suggestions and experiences adapted to various ages and grade levels for parents to use with their children; "Steps to Interest and Motivate the Reluctant Junior High Student in Reading" by Deon Stevens, which identifies characteristics of the unmotivated reader; and "Parent Involvement in Teaching Reading to Junior High Students with Reading Problems," which looks at the initiation of a reading program using parents to motivate their children to read. (WR)

ED 083 548 CS 000 784
Ridenour, Delores

Procedures and Structure for Individualizing a Reading and Study Skill Program.
Pub Date 31 Oct 72

Note—11p.; Paper presented at a meeting of the Ohio College Council of the International Reading Assn., Oct. 31, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, *Individualized Instruction, Program Descriptions, Reading, *Reading Diagnosis, *Reading Improvement, *Reading Programs, Reading Skills, *Study Skills

This paper is an account of procedures followed when the traditional classroom of a college reading and study skill program was changed to a fully individualized structure. A folder of information to be used by each pupil consisted of personal information graphs for plotting rate and comprehension scores, answer sheets, a reading skill and materials reference sheet, and a contract to be signed by each student. The counselor's record system consisted of recording the conferences, recommendations, and personal assessment of needs, materials, and procedures being prescribed. Test scores as well as an informal personal inventory were used for diagnostic purposes. Based on the diagnostic information, the counselors prescribed the areas and materials in which the student should begin working. The prescription was given to each student individually at a conference held during class time. A supplemental evaluation of the program after one year of operation resulted in eliminating the pupil contract, the introduction of mini-sessions for follow-up and extensions of lessons, greater reliance on informal inventories and individual conferences than on testing, and utilization of textbooks used by the students in other courses. (WR)

ED 083 549 CS 000 785
Hiller, Jack H.

Relationships between Individual Differences and the Learning and Retention of Prose Text.
Pub Date 73

Note—8p.; Unpublished study

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Attitudes, *College Students, Educational Psychology, *Individual Differences, Prose, *Retention Studies, *Self Concept

This study obtained, under controlled conditions, a criterion measure of academic achievement that was typical of ordinary school learning tasks in order to determine the relationships between individual differences and the learning and retention of prose text. The criterion chosen was a multiple choice test on an ordinary written

passage studied by the subjects specifically for this research. Selected as predictors were four attitude scales: (1) Internal-External Locus of Control; (2) Intellectual Achievement Responsibility; (3) Dogmatism; and (4) Intellectual Self-Confidence. All subjects—145 students enrolled in a university educational psychology course—filled out the attitude questionnaires during the first week of their course and were asked two weeks later to study the written passage as part of a program of research on study behavior. One group of subjects filled out the multiple choice test immediately after having finished studying the lesson and took the test again one week later without any prior indication of testing. The second group was required to retake the attitude battery after the lesson and took the test the following week. Results showed that subjects with low confidence lost more upon retesting than highly confident subjects. (HOD)

ED 083 550 CS 000 786

Reading Emphasis Programs, 1973; Hearings before the Subcommittee on Education of the Committee on Labor and Public Welfare, U.S. Senate, 93rd Congress, S. 1318 and S. 2069.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Pub Date Apr 73

Note—265p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Educational Legislation, *Federal Legislation, Reading, Reading Difficulty, *Reading Improvement, Reading Instruction, *Reading Programs, Reading Skills

Identifiers—Right to Read, *Senate Subcommittee Hearings

This report is on the Senate Education Subcommittee Hearing on bills to amend the elementary and secondary education act of 1965, to authorize reading emphasis programs to improve reading in the primary grades, and for other purposes (S. 1318); and to improve national reading skills (S. 2069). Witnesses testifying before the subcommittee included Richard Burnett, Anthony Manzo, Kenneth Wooden, Elizabeth Hoffman, Daniel Fader, George Weber, and Sidney P. Marland, who was accompanied by John Ottina, Ruth Holloway, and Charles B. Saunders. Prepared statements were made by Glenn J. Beall, Jr., Richard Burnett and Anthony Manzo, Teter H. Dominick, Daniel Fader, Elizabeth Hoffman, Edward M. Kennedy, Sidney P. Marland, Ralph C. Staiger, George Weber, and Kenneth Wooden. Additional information includes articles and publications related to reading and lists of principals and superintendents for 21 large cities, Right to Read based centers, and Right to Read sites in Missouri outside of St. Louis. A table of certification requirements in the methods of reading instruction for public school teachers in selected states is also included. (WR)

ED 083 551 CS 000 787

Swenson, Ingrid Kuhlavy, Raymond

Retention and Item Comprehension in Prose as a Function of Question Placement and Pacing.
Pub Date Feb 73

Note—5p.; Paper presented at the Annual Meeting of the American Educational Research Assn. (New Orleans, February 26-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Processes, Elementary Grades, *Learning, Memory, Paragraphs, *Questioning Techniques, Reading, Reading Comprehension, *Reading Research, Reading Skills, *Recall (Psychological), *Retention, Sentence Structure

The purposes of this study were to replicate the effects of question placement, either before or after, on the acquisition of critical and incidental material with grade school subjects and to determine the effects of paragraph length on learning with children. Two variables, question placement (BA) and pacing (PL), were combined in a 2 x 4 factorial design. Within each factorial cell, type of item (CI), form of item (VP), and time of test (ID) were treated as repeated measures. The final design was a 2 BA x 4 PL x 2 CI x 2 VP x 2 ID with repeated measures on the CI, VP, and ID variables. In addition to the eight experimental groups, two control groups were included. The subjects were 126 students from two fifth-sixth and one sixth grade classroom. A 1,320 word passage constituted the experimental text. The passage was divided into 20 paragraphs, each 66

words in length. For each paragraph, two unrelated questions were constructed. Then a lexical paraphrase was generated for each of the original questions so there was a total of four questions per paragraph. The results indicated that a 2 BA x 4 PL x 2 CI x 2 ID analysis of variance yielded significant results for the BA, CI, and ID main effects and the PL x ID interaction. This study suggested that adjunct questions have different effects as age decreases. (WR)

ED 083 552

CS 000 788

Rosner, Jerome

Perceptual Skills Curriculum. Introductory Guide.
Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—100p.; See related documents CS000789- CS000792

Available from—Walker Educational Book Corp., 720 Fifth Ave., New York, N.Y. 10019 (\$59.50 for set of 6 volumes, not available by single copy)

Document Not Available from EDRS.

Descriptors—Associative Learning, Behavioral Objectives, Cognitive Processes, *Curriculum Guides, *Individualized Curriculum, Individualized Instruction, *Learning Modalities, Learning Processes, Paraprofessional School Personnel, Perceptual Motor Learning, *Primary Education

This curriculum is designed primarily for individualized classrooms where the teacher is working with an assistant, but has also been proven effective in traditional classrooms and in remedial situations. It is designed to test and teach children the basic abilities (readiness skills) assumed by the present primary-grade reading, writing, spelling, and arithmetic programs. Each of the four programs contains a series of behavioral objectives and criterion-referenced tests designed to enable the teacher to determine which perceptual skills a child has already mastered, which skills to teach next, and which skills should ultimately be acquired to insure adequate readiness in a primary-grade instructional program; learning activities coded to the skills they teach; and a guide to managing that program in various learning situations. The history, design, and use of the curriculum, as well as a rationale and validation studies, are discussed in the introduction. A bibliography is included. (LL)

ED 083 553

CS 000 789

Rosner, Jerome

Perceptual Skills Curriculum: Visual-motor Skills, Program 1.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—327p.; See related documents CS000788 and CS000790-792

Available from—Walker Educational Book Corp., 720 Fifth Ave., New York, N.Y. 10019 (\$59.50 for set of 6 volumes, not available by single copy)

Document Not Available from EDRS.

Descriptors—Associative Learning, Behavioral Objectives, Cognitive Processes, *Curriculum Guides, *Individualized Curriculum, *Individualized Instruction, *Learning Modalities, Learning Processes, Paraprofessional School Personnel, *Perceptual Motor Learning, Primary Education, *Visual Learning

This curriculum is designed primarily for use in individualized classrooms where the teacher is working with an assistant, but it has also been proven effective in traditional classrooms and in remedial situations. Program 1 focuses on the basic abilities children use to analyze and organize graphic and other spatial patterns—skills directly prerequisite to primary arithmetic and, to a lesser extent, spelling and beginning reading. This program contains the following: a statement of the 24 behavioral objectives arranged in a sequence of increasing complexity and a general description of the rationale upon which they are based; a test for each of the 24 behavioral objectives and standard procedures for their administration; an inventory of learning activities designed to assist the child in mastering the behavioral objectives; and management procedures for this component. (LL)

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ED 083 554 CS 000 790

Rosner, Jerome

Perceptual Skills Curriculum: Auditory-motor Skills, Program II.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—304p.; See related documents CS000788-789 and CS000791-792

Available from—Walker Educational Book Corp., 720 Fifth Ave., New York, N.Y. 10019 (\$59.50 for set of 6 volumes, not available by single copy)

Document Not Available from EDRS.

Descriptors—Associative Learning, *Aural Learning, Behavioral Objectives, *Curriculum Guides, *Individualized Curriculum, Individualized Instruction, Paraprofessional School Personnel, Perceptual Motor Learning, *Primary Education, *Verbal Learning

This curriculum is designed primarily for use in individualized classrooms where the teacher is working with an assistant, but it has also been proven effective in traditional classrooms and in remedial situations. Program II focuses on the basic abilities used in analyzing and organizing acoustical patterns, with special emphasis on verbal sounds—skills directly related to primary reading and, to a somewhat lesser extent, spelling. This program contains the following: a statement of 33 behavioral objectives arranged in a sequence of increasing complexity and a general description of the rationale upon which they are based; a test for each of the 33 behavioral objectives and standard procedures for their administration; an inventory of learning activities designed to assist the child in mastering the behavioral objectives of the program; and management procedures for this component. (LL)

ED 083 555 CS 000 791

Rosner, Jerome

Perceptual Skills Curriculum: General-motor Skills, Program III.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—135p.; See related documents CS000788-790 and CS000792

Available from—Walker Educational Book Corp., 720 Fifth Ave., New York, N.Y. 10019 (\$59.50 for set of 6 volumes, not available by single copy)

Document Not Available from EDRS.

Descriptors—Associative Learning, Behavioral Objectives, Cognitive Processes, *Curriculum Guides, *Individualized Instruction, *Learning Modalities, Learning Processes, Paraprofessional School Personnel, Perceptual Motor Learning, *Primary Education, *Psychomotor Skills

This curriculum is designed primarily for use in individualized classrooms where the teacher is working with an assistant, but it has also been proven effective in traditional classrooms and in remedial situations. Program III focuses on a variety of gross- and fine-motor functions—basic abilities that affect the way the child physically interacts with his environment and, more specifically, with the motor processes involved in handwriting, printing, speaking, and controlling eye movements. This program contains the following: a statement of 24 behavioral objectives, their hierarchical structure, and a general description of the rationale upon which they are based; a test for each of the 24 behavioral objectives and standard procedures for their administration; an inventory of learning activities designed to assist the child in mastering the behavioral objectives of the program; and management procedures for this component. (LL)

ED 083 556 CS 000 792

Rosner, Jerome

Perceptual Skills Curriculum: Introductory Letters and Numerals, Program IV. Part 1 Capital Letters and Part 2 Lower-case Letters.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—674p.; See related documents CS000788-791

Available from—Walker Educational Book Corp., 720 Fifth Ave., New York, N.Y. 10019 (\$59.50 for set of 6 volumes, not available by single copy)

Document Not Available from EDRS.

Descriptors—Associative Learning, Behavioral Objectives, Cognitive Processes, *Curriculum Guides, *Individualized Curriculum, Individualized Instruction, Learning Modalities, Learning Processes, *Letters (Alphabet), Paraprofessional School Personnel, Perceptual Motor Learning, *Primary Education, *Visual Discrimination

This curriculum is designed primarily for use in individualized classrooms where the teacher is working with an assistant, but it has also been proven effective in traditional classrooms and in remedial situations. Program four focuses on four abilities as they relate to the basic symbol system of the classroom. These are the abilities to: discriminate (match) all of the capital letters, lower-case letters, and numerals upon oral request; name them upon visual display; and print them from dictation. Part one, "Numerals and Capital Letters," contains the following: a statement of all 52 behavioral objectives dealt with in this two-part program, their hierarchical structure, and a general description of the rationale upon which they are based; and a test for each of the 28 behavioral objectives that pertain to the numerals and capital letters. Part two, "Lower-Case Letters," contains a test for each of the 24 behavioral objectives that pertain to the lower-case letters. Both parts contain standard procedures for the administration of the tests and an inventory of learning activities coded to specific behavioral objectives. (LL)

ED 083 557 CS 000 794

Veatch, Jeannette

For the Love of Teaching.

Pub Date 73

Note—103p.

Available from—International Center for Educational Development, 16161 Ventura Blvd., Encino, Calif. 91316 (\$3.65 prepaid)

Document Not Available from EDRS.

Descriptors—Art Education, Basic Reading, Beginning Reading, Creativity, *Individualized Reading, Language Development, Language Skills, Learning, Reading, Reading Failure, *Reading Improvement, *Reading Instruction, *Reading Programs, *Reading Skills

Identifiers—Sesame Street

This book is a collection of speeches and articles written by the author relating to her teaching experience. Some of the titles and topics include: "Look, Mr. and Mrs. Parent" (1945), which discusses and contrasts the old teacher-dominated school with the new pupil-oriented school; "Structure of Creativity" (1953), a presentation of the author's doctoral research attempts to illuminate the area of creative activity in the classroom; "Statement on Art Education" (1960), which discusses the importance of art in the elementary school; "Review of Sesame Street" (1971), a critical analysis of Sesame Street; "In Defense of Individualized Reading" (1960), a rebuttal to an article on individualized reading by P. Witty; "Centrifugal Force of Learning" (1968), an expression of the author's outrage at the Bereiter/Englemann ideas presented in an educational journal; "And the Extrinsic Must Become Intrinsic" (1969), which discusses characteristics teachers should possess to make learning more meaningful for the students; "Let's Put Joy Back in Reading" (1970), which discusses techniques used to involve children in reading; and "Individualized Reading: From the Cradle to the Grave" (1970), which briefly traces language acquisition and various characteristics of reading instruction. (WR)

ED 083 558 CS 000 795

Hiller, Jack H.

One Good Reason Why Orienting Directions

Won't Help Learning.

Pub Date June 73

Note—19p.

Available from—Jack H. Hiller, SWRL, 4665 Lampson Ave., Las Alamos, CA 90720

EDRS Price MF-50.65 HC-\$3.29

Descriptors—Academic Achievement, College Students, *Instructional Materials, *Learning, *Questioning Techniques, *Research, *Study Skills, Teaching Methods, Teaching Techniques

A recent review of the literature, dealing with the effects of presenting instructional objectives on learning, determined that objectives failed to raise learning in about half the experiments. The interpretation for the failures exclusively relied on a theoretical analysis of problems with the technique. An alternative analysis, and supporting experimental evidence, suggests that objectives may fail precisely because certain instructional materials carry implicit objectives which experienced students can recognize, thereby rendering statements of objectives superfluous. It is suggested that researchers in this area collect data reflecting test expectancies and study activities of control subjects. (Author)

ED 083 559 CS 000 796

Morrow, Elmer Charles

The Effect of Taped Listening Lessons on the Achievement of First Grade Readers.

Pub Date 72

Note—95p.; Ed.D. Dissertation, The Pennsylvania State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-20,106, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Basic Reading, Beginning Reading, Grade 1, Listening, *Listening Skills, Reading, Reading Improvement, *Reading Instruction, Reading Programs, *Reading Research, *Reading Skills

The purpose of this investigation was to determine the effect of taped listening lessons on the achievement of first grade readers. Five classes of first grade children were randomly chosen for treatment one (T1) and five for treatment two (T2). T1 subjects studied reading by use of the Ginn Basal Reading program for skills-building, the Phonovisual Method for supplementary phonics training, and a planned, taped listening lesson program. T2 subjects studied reading by the use of the Ginn Basal Reading program for skills-building, the Phonovisual Method for supplementary phonics training, and free reading and writing activities. Both T1 and T2 classes scheduled the same amount of reading time per day. The study was conducted for one school year. The findings indicated that the adjusted mean scores of T1 subjects were significantly higher than those of T2 subjects on all reading, listening, and overall achievement tests used as posttests. The investigator concluded that overall achievement scores of first grade pupils can be strengthened by providing pupils with taped listening lessons along with their basic skills program in reading instruction. (Author/WR)

ED 083 560 CS 000 797

Janssen, David Rainsford

Effects of Visual and Auditory Perceptual Attitudes and Letter Discrimination Pretraining on Word Recognition.

Pub Date 72

Note—125p.; Ph.D. Dissertation, The Pennsylvania State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-21,267, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Associative Learning, *Auditory Discrimination, Decoding (Reading), Kindergarten Children, Letters (Alphabet), Reading, *Reading Research, *Reading Skills, *Visual Discrimination, *Word Recognition

This study investigated alternate methods of letter discrimination pretraining and word recognition training in young children. Seventy kindergarten children were trained to recognize eight printed words in a vocabulary list by a mixed-list paired-associate method. Four of the stimulus words had visual response choices (pictures) and four had auditory response choices (spoken). Both methods involved a memory component; the stimulus and two response choices were presented sequentially. Method of instruction was also varied by two types of letter discrimination pretraining. Half of the students received discrimination pretraining in which response choices were presented visually and the other half received pretraining in which response choices were presented auditorily. The predictive measure of visual perception was the Frostig Developmental Test of Visual Perception, and the measure of auditory perception was a composite of the Memory subtest of the Test of Auditory

Perception and the Sentences subtest of the Weschler Preschool Scale of Intelligence. The results indicated that three of the four predicted interactions between measures of perceptual ability and method of letter discrimination pretraining were not significant. One significant interaction was between visual perceptual ability and method of pretraining. (Author/WR)

ED 083 561 CS 000 798

Seaton, Harold Wayne

The Effects of Visual Perception Training on First Grade Reading Achievement.

Pub Date 72

Note—146p.; Ed.D. Dissertation, University of Missouri-Columbia

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-21,484, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Grade 1, *Perceptually Handicapped, Reading, *Reading Achievement, Reading Development, Reading Improvement, *Reading Research, *Sensory Training, *Visual Perception

It was the purpose of this study to investigate the effects of a specific type of visual perception training on the reading achievement of first grade children diagnosed as being deficient in visual perceptual skills by the Children's Perceptual Achievement Forms Test. The study included 96 subjects from 17 classrooms in three elementary schools in suburban St. Louis, Missouri. The experimental group received training as outlined in the Winter Haven Perception Training Program. Two groups with a like number served as controls. The treatment for the experimental group was conducted by the classroom teachers during a fifteen week period beginning in October 1971 and ending in January 1972. A total of 37 sessions were administered on a three-sessions-per-week basis. Immediately following the termination of training, three reading subtests of the Metropolitan Achievement Tests were administered to all children in the sample. Based on the findings of this investigation, it was concluded that visual perception training of the type used in this study does not result in significantly superior reading achievement scores for the pupils who displayed a deficiency in visual perception skills. (Author/WR)

ED 083 562 CS 000 799

Quick, Custer R., Jr.

The Effect of Three Reinforcement Systems on Spelling Achievement Among Disadvantaged and Non-Disadvantaged Pupils.

Pub Date 72

Note—88p.; Ed.D. Dissertation, State University of New York at Albany

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 79-19,695, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Academic Achievement, *Disadvantaged Youth, *Educational Research, Grade 4, *Learning Motivation, Motivation, Reinforcement, *Reinforcers, Spelling, *Spelling Instruction

The purpose of this study was to determine the relative effectiveness of three different types of reinforcement strategies on spelling achievement among a sample of disadvantaged and non-disadvantaged fourth grade public school pupils. The three reinforcement strategies employed involved a concrete reward (candy), a token or symbolic reward (coupon with candy pay-off), and a social reward (reinforcing comments by the experimenter designed to approximate a typical student-teacher relationship). Treatment materials and spelling achievement tests were designed to approximate typical school subject matter. The hypothesis that among disadvantaged groups the concrete reward would have greater effect than either the token or social rewards was not confirmed. Factors relating to the school setting of the experiment or the basic characteristics of the experimental group may have influenced the results of the treatments. In addition, the results of the experiment may suggest that there are learning models other than the reinforcement type theory which are useful in the practical educational solution to the problem of low achievement among disadvantaged pupils. (Author/WR)

ED 083 563

Barra, Julia Anne

Selected Cultural Variables and the Reading Achievement of Black Inner-City School Children of Washington, D.C.

Pub Date 73

Note—192p.; Ph.D. Dissertation, The Catholic University of America

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-21,728, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Cultural Factors, Family (Sociological Unit), Family Environment, *Family Structure, Negro Students, Reading, *Reading Achievement, *Reading Research, Urban Culture, *Urban Environment

The objective of this study was to examine selected cultural variables (length of urban residency, the child's ordinal position in the family, the number of children in the family, and field independence-dependence) and relate these to reading achievement. The following hypotheses were tested: (1) there is no relationship between length of urban residency and reading achievement, (2) there is no relationship between ordinal position in the family and reading achievement, (3) there is no relationship between size of family and reading achievement, and (4) there is no relationship between field independence-dependence and reading achievement. Hypotheses two and four were supported by the data. Hypotheses one and three were not supported by the data. For the top ten and the bottom ten scorers on the reading test, there were no substantial differences in child-rearing practices, socialization patterns, or extended family composition. The only notable difference was that the bottom ten children were from less organized homes, in which household functions were shared and all tended to participate, but without rules or regulations. (Author/WR)

ED 083 564

Schreiner, Robert L.

Verbal Coding as an Instructional Strategy in Improving Pupil Performance on Standardized Measures of Reading Comprehension.

Pub Date 73

Note—18p.; Unpublished research conducted at the Univ. of Minnesota, Minneapolis

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Grade 7, *Learning, *Oral Expression, Reading, *Reading Comprehension, Reading Materials, Reading Processes, *Reading Research, Reading Skills, *Reinforcement, Teaching Techniques, Verbal Communication

The purpose of this study was to determine if verbalizing while attempting to seek the solution to a typical reading comprehension question would enhance pupil performance on a standardized measure of reading comprehension. Sixty-one seventh graders from an urban public school were selected as subjects; fifty-one were randomly assigned to eight treatment groups and ten were assigned to a control group. All subjects were administered Form 1M, Level E of the Gates-MacGinitie Reading Test as a pretest measure. The treatment conditions were: (1) like materials with reinforcing comments and daily practice for five consecutive days, (2) like materials with reinforcing comments and only one practice, (3) like materials with non-reinforcement and daily practice, (4) like materials with non-reinforcement and one practice, (5) unlike materials with reinforcing comments and daily practice, (6) unlike materials with reinforcing comments and only one practice, (7) unlike materials with non-reinforcement and daily practice, and (8) unlike materials with non-reinforcement and only one practice. The results substantiated the use of verbalizing or thinking aloud techniques as an instructional procedure in the classroom, and practice efforts should be reinforced by comments from the teacher. (WR)

ED 083 565

Recommendations for Reading Programs.

Connecticut Association for Reading Research, Hartford.

Pub Date 72

Note—32p.

Available from—Connecticut Assn. for Reading Research, c/o Mrs. Marcella Fritz, 52 Fairview Drive, Wethersfield, Conn. 06109 (\$1.50)

Document Not Available from EDRS.

CS 000 800

Descriptors—*Reading, Reading Improvement, Reading Instruction, Reading Programs, *State Surveys, *Teacher Qualifications, *Teacher Responsibility, *Teacher Role, Teacher Salaries

Identifiers—Connecticut

This booklet presents the results of a statewide survey and discusses current information and research in the areas of qualifications, roles, and responsibilities of reading personnel in Connecticut. The survey and results include the areas of: distribution of certified reading personnel; certification of reading personnel according to school levels; ratio of students to reading personnel; deployment of reading personnel; supervisors of reading; non-certified personnel; paraprofessionals; salary differential; involvement of people in the community in the reading program; responsibilities of reading supervisors, coordinators, and directors; responsibilities of reading consultants who work with teachers only; responsibilities of reading consultants who work with students only. Based on the results of the survey, recommendations were made and adopted for duties of certified reading personnel, number of reading personnel needed by schools, lines of communication, involvement of people in the community in the reading program, salary for reading personnel, and dissemination of the survey report. (WR)

ED 083 566

Granowsky, Alvin

Background for a New Syntactic Complexity Formula.

Pub Date Feb 73

Note—6p.; Paper presented at the Annual Meeting of the American Educational Research Assn. (New Orleans, February 26-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Readability, Reading, Reading Ability, Reading Interests, Reading Level, *Reading Materials, *Reading Research, Sentence Structure, *Syntax, *Vocabulary

Identifiers—*Syntactic Complexity Formula

One of the problems found in present readability formulas is the lack of control for syntax, other than sentence length. Judging the complexity of a sentence based on word count alone does not allow for such circumstances as: coordinate clauses joined by "and"; deletions; passive forms; and coordinate clauses, dependent clauses, and participles. The Syntactic Complexity Formula was developed to provide a more reliable and valid guide for the control of syntactic complexity. The formula is based on transformational grammar theory, experimental data on children's processing of syntactic structures, and language development and performance studies of the oral and written language used by children. The research findings which proved most helpful in determining which syntactic structures are most familiar and easily understood included: that a typical order seems to exist in the acquisition of language; that a very few sentence forms make up a substantial part of the child's oral and written syntax; and that the direction of language maturity in the child's use of language entails the use of subordination, participles, gerunds, appositives, and nominal absolutes. (WR)

ED 083 567

Goulet, L. R.

Age and School Experience as Factors in Rule Utilization: Use of a Simple Addition Rule. Final Report, Part 1.

Illinois Univ., Urbana.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-1-E-124

Pub Date 73

Grant—OEG-5-72-0020(509)

Note—12p.; See related document CS 000 806

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age, Age Differences, Age Grade Placement, *Cognitive Processes, *Educational Experience, Educational Research, Grade 1, *Learning, *Paired Associate Learning, *Transfer of Training, Visual Perception

This study attempted to investigate the effects of school experience on performance on visual perception tests involving line figures and forms. The subjects were 120 first grade students selected from two public schools in the same community. The experiment involved an Experimental Treatments X Age X Time of Testing factorial design. All subjects learned two paired-as-

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associate lists consisting of picture-number pairs. In the rule treatment, list 1 consisted of five picture-number pairs; list 2 consisted of identical stimuli and responses, except that the integer paired with each stimulus was larger by one unit. Thus, list 2 could be learned rapidly if the subjects used a rule of add 1 for each pair acquired on list 1. The lists for the interference treatment were identical, except that the responses and stimuli from list 1 were randomly repaired on list 2. In the control treatment, list 1 and list 2 involved new stimuli and responses. The lists were presented on a Stowe memory drum at a 3.3-second rate by the anticipation method. Four random orders of the lists were presented to minimize serial learning. The result confirmed that transfer performance, either from extra-experimental or experimental sources, is the major determinant of learning performance for young, school-aged children. (WR)

ED 083 568 CS 000 806
Goulet, L. R.

Age, School Experience and the Development of Visual-Perceptual Memory. Final Report, Part 2.

Illinois Univ., Urbana.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No.—BR-1-E-124
Pub Date 73

Grant—OEG-5-72-0020(509)

Note—88p; See related document CS 000 805

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age, *Age Differences, *Educational Experience, Educational Research, Grade 1, Kindergarten, Learning, *Task Performance, *Tests, *Visual Perception

This study attempted to investigate the effects of school experience on visual perception tests involving line figures and forms. There were two experiments in this study. Experiment 1 examined the independent and interactive influences of school experience and chronological age in kindergarten children. Experiment 2 compared the effects of kindergarten and first grade curricula on performance on visual perception tests. In experiment 2, a test-retest design was used with kindergarten and first grade children whose birthdays were close to the December 1 cut-off date, so that the two groups were less than one month apart in age. The tests used were the Developmental Test of Visual Perception, the Visual Memory Test, the Visual Motor Gestalt Test, the Visual Sequential Memory subtest of the Illinois Test of Psycholinguistic Abilities, the Southern California Figure-Ground Visual Perception Test, and the Visual III from the Reading Aptitude Tests. The results of experiment 2 suggested that the interaction effects indicated a greater change in six months for the kindergarten children in comparison to the first grade children. Also, the present normative groups based on age penalize the child who is among the older children in his grade. (WR)

ED 083 569 CS 000 807

Mazurkiewicz, Albert J.

I.T.A. Revisited.

Pub Date Nov 73

Note—8p; Paper presented at the Annual Meeting of the College Reading Assn. (17th. Silver Springs, Md., November 1-3, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Beginning Reading, Creative Writing, Grade 1, *Initial Teaching Alphabet, Reading, *Reading Achievement, Reading Failure, Reading Improvement, *Reading Instruction, *Reading Materials, Reading Programs, Reading Research, Reading Skills, Spelling

Based on its use with first graders in Bethlehem, Pennsylvania, for an eleven year period, the Initial Teaching Alphabet (i.t.a.) appears to have a number of advantages for reading instruction. These years of research have indicated that the advantages of i.t.a. are that it permits the child to: advance more rapidly in reading and writing experience; achieve significantly superior reading skills at an earlier time; read more widely; write more prolifically, more extensively, and with a higher degree of proficiency; develop high spelling skills fairly early; show a lack of the inhibitions in writing which are commonly found early in the first year; and write more creatively in terms of the number of running words and the number of polysyllabic words used. An analysis of subsidiary characteristics indicated a marked reduction in letter

confusions, fewer restrictions on adhering to a particular structure in a published series, reduction in the need for remedial reading posts, and a reduction in failure rate. (WR)

ED 083 570 CS 000 808

Marks, Joan Iris Gerstein

The Use of Task Analytic Procedures to Develop Individualized Self-Instructional Vocabulary Learning Materials.

Pub Date 73

Note—137p; Ph.D. Dissertation, Stanford University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-20,497, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Grade 6, Learning, Reading, Reading Ability, Reading Achievement, *Reading Improvement, *Reading Research, *Reading Skills, Semantics, *Vocabulary, *Word Study Skills

The major hypothesis tested in this study was that low and average ability subjects could use the strategy of root analysis if instruction could be designed so as to compensate for individual weaknesses. Eighty-eight sixth grade middle class subjects were randomly assigned to self-instructional treatments to learn the root analysis strategy. Subskill pretest information was used to assign instruction to the Diagnostic group; all standard treatment subjects received instruction fitted to subjects scoring high on the subskill pretests; all improved treatment subjects received instruction fitted to subjects scoring low on the pretests; all Dictionary treatment subjects received a list of the root-meaning pairs and derivatives with instructions to look up derivatives and then to use them in sentences. The results indicated that the major hypotheses in this study were supported in the following ways: (1) Diagnostic, Standard, Improved, and Dictionary treatments were all significantly superior to the Controls on immediate and delayed criterion measures, Hidden Roots and Recalled Roots; (2) Diagnostic, Standard, and/or Improved treatments are superior to the Dictionary treatment on Hidden Roots, immediate and delayed tests and Recalled Roots delayed only; 2nd. (3) Diagnostic treatment is significantly different from Standard, Improved, and Dictionary on Time to Complete Instruction. (Author/WR)

ED 083 571 CS 000 809

Smith, Ruth Suessmuth

A Study on the Effect of the Macmillan Tutorial System on the Reading Achievement of Selected First Graders in Nash County.

Pub Date 73

Note—198p; Ed.D. Dissertation, Duke University
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-19,509, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Basic Reading, *Beginning Reading, Grade 1, Reading, *Reading Achievement, Reading Improvement, Reading Materials, Reading Programs, *Reading Research, Reading Skills, *Tutorial Programs, Tutoring

Identifiers—*Macmillan Tutorial System

The purpose of this study was to determine the effect of the Macmillan Tutorial System when used as a supplement to regular classroom instruction in beginning reading. The experimental subjects were first grade children who ranked in the lower third of the distribution scores on the Macmillan Reading Readiness Test or who, in the opinion of their teachers, were not progressing at a satisfactory rate. One hundred subjects were tutored in the Macmillan Reading Program as a supplement to regular classroom instruction for fifteen minutes a day from the end of February to the beginning of June. The control group of 100 students were not tutored. Scores on the Word Reading Test, the Paragraph Meaning Test, and the Word Study Skills Test of the Stanford Achievement Test Primary I Battery were used as pre- and post-tests to determine gain in reading achievement during the experimental period. Scores on the Macmillan Reading Program Mastery Tests were used to determine reading achievement. The data examined showed that the students who were tutored responded by progressing more rapidly and scoring higher on achievement tests than did the matched control students. (Author/WR)

ED 083 572

CS 000 811

Gadow, Charles J., Ed.

Written Directions: Theme 3, Reading.

Educational Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—R-02-R-03

Pub Date May 73

Note—155p; Some sample exercises omitted due to copyright restrictions

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (\$2.10)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Behavior Patterns, Critical Reading, Educational Research, Elementary Education, Literature, National Surveys, Parent Education, Post Secondary Education, Reading, Reading Ability, *Reading Achievement, Reading Comprehension, *Reading Materials, *Reading Skills, Reports, Secondary Education, Sex Differences

Identifiers—*National Assessment of Educational Progress

This document reports the results for the second year assessment (reading and literature) by theme. The reading themes represent both a variety of reading materials and the variety of behaviors these materials require. The themes were developed by members of the National Assessment staff and reading specialists to cluster the reading exercises into reporting categories that are meaningful to persons concerned with the reading skills of various groups of young Americans. The themes are numbered such that the lower numbers designate skills that are usually associated with early reading and the higher numbers designate high order skills. The themes are: (1) understand words and word relationships, (2) graphic materials, (3) written directions, (4) reference materials, (5) read for significant facts in passages, (6) main ideas and organization, (7) drawing inferences, and (8) critical reading. Results are given for each theme for four age levels, 9, 13, 17, and 26-35. Within each age level across the nation results are also given for the four regions of the country, for the two sexes, for blacks and whites, for four levels of parent education, and for seven sizes and types of community. In addition to describing each group's overall behavior relative to the national level, the document describes each group's specific behaviors relative to its own overall level of behavior. (WR)

ED 083 573 CS 000 812

Lynch, Patrick D.

Ecuador's First Grade Textbooks and Their Impact on Schools.

Agency for International Development (Dept. of State), Washington, D.C.; Ministerio de Educacion Publica, Quito (Ecuador).

Pub Date May 73

Note—309p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Academic Achievement, Arithmetic, *Comparative Education, Grade 1, Grade Organization, Mathematics Instruction, Reading Instruction, Science Instruction, *Textbook Evaluation, *Textbook Research

In 1971 and 1972 a group of Ecuadorian evaluators planned and carried out an evaluation of the new textbooks for reading, mathematics, and sciences in the first grade classrooms of 88 schools. A field experiment was designed in which each school was assigned to a test condition: (1) obligatory use of all the textbooks and guides, (2) use of the textbooks to whatever extent deemed appropriate by the teacher, and (3) use of other textbooks or no textbooks. A pretest and posttest were administered to each student in each subject about seven months apart. Comparisons of schools according to urban-rural, grading type (graded, more than one grade per teacher, and one room-one teacher), and field condition were made. No significant differences were found between urban and rural schools or among field conditions in any subject area. Significant differences were found in four of nine comparisons between types of grading, and, while most of the graded schools were urban, the grading organization was more important in accounting for differences in achievement than location. A number of recommendations were made to the Ministry of Education regarding textbook revision.

sion, teacher training, and educational organization. (TO)

ED 083 574 CS 000 813

Black, John W.

Interconsonantal Distance in Relation to Immediate Recall.

Ohio State Univ., Columbus. Research Foundation.

Report No.—2928-TN-13; AD-765-390-0

Pub Date Aug 73

Note—14p.

Available from—U. S. Dept. of Commerce, National Technical Information Service, Springfield, Va. 22151 (Order No. AD-765 390, MF-\$1.45)

Journal Cit—Acta Symbolica; v4 n1 1973

Document Not Available from EDRS.

Descriptors—Associative Learning, *Cognitive Processes, *Memory, *Phonemes, Psycholinguistics, *Reading Research, *Recall (Psychological), Visualization

Sixty of the possible beginning phonemes of English monosyllables were paired with the vowel /a/ in nonsense syllables, and used in illustrative one-syllable words. The sixty manners of commencing words had been scaled in terms of their relative perceptual similarity-dissimilarity in sounds. Both syllables and words were divided into three levels in keeping with this scaling. Pairs of syllables were arranged in a manner such that ten syllables were paired with ten others of the same or another distance level. In each comparison ten pairs of syllables were presented visually via tachistoscope to experimental subjects for one second. The subjects had response sheets that carried one member of each pair. They were asked to supply the missing members. The procedure was replicated using a 1.5 second exposure and then repeated with pairs of words as stimuli. (Author)

ED 083 575 CS 000 814

Nemeth, Joseph S., Ed.

The Right to Read Effort in Ohio.

Bowling Green State Univ., Ohio. Dept. of Education; International Reading Association. Ohio Council.

Pub Date 73

Note—29p.

Journal Cit—Ohio Reading Teacher; v8 n1 pl-27 Fall 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Beginning Reading, Content Reading, Developmental Reading, Periodicals, Reading Diagnosis, *Reading Instruction, *Reading Programs, Remedial Reading, Self Evaluation Identifiers—*Right to Read

The federal Right to Read program is funding five school-based reading programs for the third consecutive year in Ohio. In addition to money, Right to Read provides technical assistance and materials to each site. Ball State University coordinates Ohio's team. Dr. Joseph Nemeth is the federally appointed technical assistant for Ohio's five school-based sites. Brief reports on each of the five programs are presented. Other articles are on diagnosis and remediation, content reading, developmental reading, teacher self-evaluation, and beginning reading. (TO)

ED 083 576 CS 000 815

Reading, 7-12.

Instructional Objectives Exchange, Los Angeles, Calif.

Spans Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [72]

Note—101p.

Available from—Instructional Objectives Exchange, Box 24095, Los Angeles, Calif. 90024 (\$2.00)

Document Not Available from EDRS.

Descriptors—*Behavioral Objectives, Course Objectives, Decoding (Reading), *Evaluation Criteria, Reading Comprehension, *Reading Instruction, Reading Skills, *Remedial Reading, *Secondary Education, Study Skills, Word Recognition, Word Study Skills

Identifiers—*Instructional Objectives Exchange
The Instructional Objectives Exchange (IOX) collected for several subject areas objectives and measurement items based upon curricular material either submitted by teachers, schools, and school districts, or generated by the IOX staff. Contained in the reading collection are 93 objectives and related evaluation items for grades 7-12.

For the most part, the objectives are remedial in nature and are organized first by grade level and then into the categories of comprehension, study skills, and word recognition. Three elements—the objective, measurement items, and the means of judging the adequacy of student responses—are included for each objective. The objectives are stated in operational terms and are identified by a category and a subcategory which serve to limit and define them. The behavior aspect and the content of each objective have been selected as a means of requiring the student to master processes and concepts central to the acquisition or reading skills. Each objective is accompanied by a sample measurement item designed to test the student's acquisition of the desired behavior. Specific answers to the sample items or criteria for judging the adequacy of the response have been provided. (TO)

ED 083 577 CS 000 817

Bezdek, Anna Mias

The Assessment of Fundamental Skills Involved in Reading Comprehension.

Pub Date 73

Note—192p.; Ph.D. Dissertation, University of Illinois at Urbana-Champaign

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-17,505, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Context Clues, Doctoral Theses, Grade 5, Item Analysis, *Reading Comprehension, *Reading Processes, *Reading Research, *Reading Skills, *Test Construction, Word Recognition

This study examined the nature of reading comprehension to determine if the process is best described as a unitary ability or in terms of multiple skills that can be identified and measured. Test items were constructed to measure each of the comprehension skills selected for investigation: (1) remembering word meanings, (2) inferring word meanings from the context, (3) understanding content stated explicitly, (4) weaving together ideas in the content, (5) making inferences about the content, and (6) recognizing the author's purpose and point of view. After trial testing, the items were analyzed and a final form of the test was administered to 369 fifth grade pupils who were slightly above average in intelligence and general reading achievement. The results of the analysis of the intercorrelations among the skill measures indicated that the coefficients ranged from .61 to .75. These findings indicate that the subtests were not assessing separate unique aspects of reading comprehension and that one factor, tentatively identified as general reading comprehension, accounted for nearly 73 percent of the total test variance. Thus, the results support the theory that reading comprehension is a unitary ability. (Author/TO)

ED 083 578 CS 000 818

Gall, Stefanie Swindle

An Investigation of Growth in Critical Reading Ability in Grades Four, Five and Six.

Pub Date 73

Note—106p.; Ph.D. Dissertation, The Florida State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-18,286, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Critical Reading, Doctoral Theses, Elementary School Students, Reading Ability, Reading Achievement, *Reading Development, *Reading Research, *Reading Skills, Sex Differences

This study investigated the relationships between critical reading ability and sex, intelligence, and reading achievement and the differences in critical reading ability of students from grades four to five to six. A 30-item Intermediate Critical Reading Test (ICRT) developed by the investigator on a 3.5 or below readability level, the California Short-Form Test of Mental Maturity, and the California Reading Achievement Test were administered to 537 fourth, fifth, and sixth graders from three Florida elementary schools. Significant differences were found in the critical reading ability of fourth, fifth, and sixth graders as measured by the ICRT. Significant relationships were found between IQ and critical reading ability and between reading achievement

and critical reading ability. No significant difference was found between sexes in critical reading ability. (TO)

ED 083 579 CS 000 822

McConkie, George W. Rayner, Keith

The Span of the Effective Stimulus during Fixations in Reading.

Pub Date Feb 73

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Assn. (New Orleans, Feb. 26-Mar. 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Eye Fixations, Eye Movements, *Eye Regressions, *Reading, Reading Ability, Reading Comprehension, *Reading Research, *Reading Skills

This study investigated the effect of two classes of variables on a person's performance: the size of the window within which normal text was displayed and the type of information present in the display beyond the boundaries of the window. Six junior and senior high school students, identified as being among the best readers in their school, were used as subjects. Each subject read sixteen 500-word passages taken from a high school psychology text. Each passage was divided into six pages, displayed a page at a time, double-spaced, for the reader. Six mutilated versions of the passages were also prepared. For two of these versions each letter or number was replaced with an X. For two versions each letter or number was replaced with a letter or number which tended to be visually confusable with it. In the final two versions each letter or number was replaced with a letter or number not usually confused with it. Eight window sizes were used: 13, 17, 21, 25, 31, 37, 45, or 100 character positions on the line fixated. Results indicated that there is a clear effect due to window size. Reducing the window to thirteen characters increases the fixation duration by 30 percent, decreases the saccade length for forward saccades by 26 percent, and increases reading time by 60 percent, as compared to a window size of 100 character spaces. (WR)

ED 083 580 CS 200 670

Industrial Communication: Reading, Speaking, Listening, and Writing, Book 1.

Natchitoches Parish School Board, La.

Pub Date 73

Note—185p.; See related document CS 200 671
Available from—Mr. Trent O. Melder, Coordinator, Natchitoches Central High School, Natchitoches, Louisiana 71457 (\$3.75)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Behavioral Objectives, Business Correspondence, Business English, *English Instruction, *Industrial Education, *Mechanics (Process), Oral Communication, *Secondary Education

Designed to correlate the subject matter of English with that of power mechanics, this course guide (1) provides the student with the opportunities for utilizing the skills gained in power mechanics to enter into a vocation and (2) provides the student with enough knowledge to consider post-secondary study. Objectives are divided into four categories—program, performance, process, and activities. Included are all activities with which a student will be involved in a teaching situation, evaluation materials, worksheets, guides, and other materials that can be used. Each unit concludes with a bibliography which is preceded by a list of equipment, films, and other supplies. The guide is divided into two volumes—this first volume covers attitudes, speaking, listening, and paraphrasing. (HOD)

ED 083 581 CS 200 671

Industrial Communication: Reading, Speaking, Listening, and Writing, Book 2.

Natchitoches Parish School Board, La.

Pub Date 73

Note—99p.; See related document CS 200 670
Available from—Mr. Trent O. Melder, Coordinator, Natchitoches Central High School, Natchitoches, Louisiana 71457 (\$3.75)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, Behavioral Objectives, *English Instruction, *Industrial Education, Listening Skills, *Mechanics (Process), Paragraph Composition, *Secondary Education, Speech Skills, *Teaching Guides

Designed to correlate the subject matter of English with that of power mechanics, this course guide (1) provides the student with the opportu-

nity for utilizing the skills gained in power mechanics to enter into a vocation and (2) provides the student with enough knowledge to consider post-secondary study. Objectives are divided into four categories—program, performance, process, and activities. Included are all activities with which a student will be involved in a teaching situation, evaluation materials, worksheets, guides, and other materials that can be used. Each unit concludes with a bibliography which is preceded by a list of equipment, films, and other supplies. The guide is divided into two volumes—this second volume covers letter writing, oral composition, insurance, and postal and banking information. (HOD)

ED 083 582 CS 200 673

Gordon, Thomas F. Surlin, Stuart H.

Racial Differences in Attitudes toward Direct Reference Political Advertising.

Pub Date Aug 73

Note—73p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Ft. Collins, Colorado, August 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitudes, Beliefs, Elections, *Mass Media, Northern Attitudes, *Political Influences, Politics, *Publicize, Public Relations, *Racial Attitudes, Racial Differences, Social Differences, Southern Attitudes, Telecommunication, Values, Voting

Identifiers—*Political Advertising, Regional Differences

Random telephone surveys in a northern and a southern city were initiated to determine attitudes toward "informative" and "direct reference" mass media political advertisements. Responses were organized in regional, social, and racial categories. The results quantified reactions to the two types of political messages of blacks and whites from various socioeconomic levels in the North and the South. Statistical analysis of the responses indicated that the strictly informative advertisements were favored by a majority of the respondents over messages which attacked political opponents. However, whites were more tolerant of direct reference (attacking) advertisements than blacks, and southerners objected less to aggressive messages than did northerners. It was concluded, however, that attitudes toward types of political advertisements cannot be best appraised on regional, social, or racial grounds without consideration of the complete value systems held by individual respondents. (CH)

ED 083 583 CS 200 716

Witter, Janet Emberlin, Don

Writing Is the Funnest Thing: Teaching Creative Writing.

Oregon Association for Supervision and Curriculum Development, Salem.

Pub Date Aug 73

Note—40p.

Available from—Oregon ASCD Curriculum Bulletin, P.O. Box 421, Salem, Oregon 97308 (\$1.50)

Journal Cit—Oregon ASCD Curriculum Bulletin; v27 n318 p1-39 Aug 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Composition (Literary), *Creative Writing, *Curriculum Guides, Elementary Education, Grade 5, Grade 6, *Language Arts, Teaching Guides

Identifiers—*Student Writing Samples

This curriculum bulletin discusses a program teaching creative writing to fifth and sixth grade children in an attempt to improve the quality of written English. These children wrote briefly every day throughout the school year. Every area of the written language curriculum was covered. Each student wrote letters, reports, stories, editorial essays, news stories, poetry, descriptions, and jingles. Samples of the students' writings on all these topics, as well as the stimuli used to provide the writing, are presented. Students wrote on approaching holidays and seasons, emotions, colors, and sensory impressions. They also described objects and people and composed stories from interesting situations. (LL)

ED 083 584 CS 200 717

Hulteng, John L.

What Editors and Journalism Educators Expect from Journalism Education: An ANPA News Research Center Survey. News Research Bulletin No. 12.

American Newspaper Publishers Association, New York, N.Y.

Pub Date 16 Sep 71

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Majors, College Teachers, *Employment Qualifications, Higher Education, *Journalism, *National Surveys, *Professional Training, *Transfer of Training

Identifiers—*Journalism Education

The purpose of this survey was to assemble data about the expectations of editors and journalism educators as to journalism education, with the objective of providing a basis for an informed dialogue about ways to advance and support education for journalism. Some of the findings were: editors much less than educators perceived newly-hired graduates as having an adequate understanding of newsroom principles; newly-hired graduates' journalistic skills were evaluated much higher by educators than by editors, and school administrators evaluated the graduates' skills considerably higher than did the teachers; more than one-half of the editors who claimed to know, overestimated highly the proportion of the student's program that is devoted to courses in journalism, and five out of eight underestimated the proportion of liberal arts courses taken by the journalism student. (LL)

ED 083 585 CS 200 719

Reardon, William R., Ed. Pawley, Thomas D., Ed.

The Black Teacher and the Dramatic Arts: A Dialogue, Bibliography, and Anthology.

Pub Date 70

Note—487p.

Available from—Negro Universities Press, 51 Riverside Avenue, Westport, Conn. 06880 (\$13.50)

Document Not Available from EDRS.

Descriptors—Administrative Policy, Bibliographies, Black Community, Career Education, Drama, *Dramatics, High Schools, Junior High Schools, Negro Colleges, *Negro Culture, *Negro Education, *Negro Literature, Negro Students, Negro Teachers, Teacher Education, *Theater Arts

A dialogue on the status of drama education in the traditionally Negro college and school was an integral part of a summer institute in Repertory Theatre at the University of California (Santa Barbara, 1968). The 41 participants were all black practitioners of the theatre. The two questions basic to the dialogue were: What are the reasons for the apparent failure of black students to enter educational theatre and drama? and What policies should be adopted to remedy this condition? The reasons and the conclusions are outlined separately for the college situation and the junior high school, high school, and community situations. It was determined that in order to remedy the current situations in the dramatic arts, an all-out effort in this cultural field is required from the top echelon of government to the last artist involved. Competent teachers must be trained to develop in this new generation an idea of its heritage, its potential for cultural greatness in the drama, and an understanding of dramatic experience in the life of the whole man. A bibliography of materials on black theatre and drama and an anthology of plays suggested for production by and for predominantly black groups are also included. (LL)

ED 083 586 CS 200 733

March, Lester William

Sensory Stimulation as a Precondition for the Learning of a Language Task by Fourth and Sixth Grade Children.

Pub Date 73

Note—71p.; Ed.D. Dissertation, University of Southern California

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-14,425, MFilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Educational Research, Grade 4, Grade 6, *Intermediate Grades, *Learning, Learning Experience, *Learning Modalities, *Sensory Deprivation, *Sensory Experience, Task Performance

This study was designed to explore learning behavior of children following four specific preconditioning experiences: sensory deprivation, sensory bombardment, routine worksheet exercises, and a sensory awareness game. The study occurred in three parts: preconditioning of the subjects, teaching of a language skill, and per-

formance of a task relating to that skill. Forty children from grades four and six were randomly assigned to one of the four treatment groups, regardless of grade level or sex. Data analysis compared the effect of various preconditioning experiences on task completion, the ability of fourth and sixth grade subjects to complete the task, and the ability to complete the task after first and second trial experiences of the four individual groups and of the total research population. Results suggested that the "poorest" preconditioning for learning would be that devoid of sensory stimulation, and the "best" preconditioning for learning would be that involving the subjects in the interpretation of the stimuli. The total research population demonstrated increased ability to make correct responses after the second trial, although increases were not statistically significant. Sixth grade subjects demonstrated a significantly greater ability to make correct responses in the total situation than did the fourth grade subjects. (Author/LL)

ED 083 587 CS 200 734

Coughlin, William F., Jr.

The Use of Children's Literature in the Teaching of Critical Reading.

Pub Date 73

Note—149p.; Ed.D. Dissertation, University of Massachusetts

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-14,629, MFilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Childrens Books, *Critical Reading, *English Instruction, *Language Arts, *Literature, Literature Reviews, Reading Instruction, Reading Skills

This study attempted to demonstrate that children's literature as a classroom subject could be employed effectively in the instruction of critical reading. So that any positive results achieved would have more relevance to the teaching of literature, the study also includes a rationale for teaching critical reading in the form of a review of literature relating to that subject by recognized literary critics as well as authorities in the field of English education. A field test was conducted in which children's literature was used as the sole subject of a unit devoted to the instruction of the process of critical reading. Children's literature was found to hold promise as an effective tool, in the context of the field test, in the teaching of critical reading, thereby offering a new method which should be subjected to more comprehensive experimentation and which then, depending on the results, should possibly be utilized in the instruction of literature. (Author/TO)

ED 083 588 CS 200 735

Davis, Philip W.

Modern Theories of Language.

Pub Date 73

Note—404p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, N.J. 07632 (\$12.95 cloth)

Document Not Available from EDRS.

Descriptors—Descriptive Linguistics, *Diachronic Linguistics, *Linguistic Theory, *Models, Structural Linguistics, *Tegmemic Analysis, Transformation Generative Grammar

Identifiers—Firthian Linguistics, *Language Theory, Prague School Theory, Stratificational Grammar

This volume explores objectively the essential characteristic of nine twentieth-century linguistic theories with the theoretical variant for discussion based on one closely representative of work within a given approach or usually associated with the name of the theory. First, the theory of Ferdinand de Saussure is discussed based on his book, "Course in General Linguistics." Following that is a chapter commenting on the theory of language suggested by Louis Hjelmslev, based on his "Prolegomena to a Theory of Language." Chapter four examines the theory developed by Leonard Bloomfield in 1926 and 1933. A discussion of post-Bloomfieldian theory follows in chapter five. Tegnemic theory based primarily on Pike's "Language in Relation to a Unified Theory of the Structure of Human Behavior" is presented in chapter six. The Prague School theory is discussed in chapter seven and Firthian linguistics of the "London School" of thought is presented in chapter eight. The remaining two chapters are given to discussions of stratificational grammar

theory of language developed primarily by the work of Sydney Lamb and transformational generative grammar theory as presented in Chomsky's "Aspects of the Theory of Syntax." (HOD)

ED 083 589 CS 200 736

Mattam, Donald

The Vital Approach. Comment on the Teaching of English to Pupils Between the Ages of 8 and 15. Second Edition.

Pub Date 73

Note—151p.

Available from—Pergamon Press, Inc., Maxwell House, Fairview Park, Elmsford, New York 10523 (\$4.00 paper, \$7.50 cloth)

Document Not Available from EDRS.

Descriptors—Composition (Literary), Drama, *Elementary Education, English Instruction, *Junior High Schools, Language Arts, *Language Skills, Mass Media, Oral Expression, Poetry, Reading, *Teaching Guides, *Teaching Methods

A comment on the teaching of English to students between the ages of 8 and 15, this book contains sections which revolve around the "vital approach"—the introduction of a central theme through the children's own interests, local events, or the creation of a situation that will call for practice of the English skills. Sections are given to an explanation of the vital approach, written expression, the mechanics of English, oral expression, the poetry lesson, drama in the classroom, reading for pleasure, reading for information, and school broadcasts, films, and examinations. Each section is followed by an appendix which provides suggestions for the initial planning and implementation of the skill discussed. (HOD)

ED 083 590 CS 200 737

Hulteng, John L.

How Basic News Writing Courses Are Taught at the Schools and Departments of Journalism.

Oregon Univ., Eugene. School of Journalism.

Spons Agency—American Newspaper Publishers Association Foundation, New York, N.Y.

Pub Date 73

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Course Content, *Course Descriptions, Educational Research, *Journalism, *National Surveys, Student Evaluation, Teacher Education, Undergraduate Study, *Writing Identifiers—*Journalism Education

A questionnaire was distributed to teachers of reporting in U.S. schools and departments of journalism in order to provide editors and others interested in journalism education with an indication of the contents and scope of basic news writing and reporting courses offered in colleges and universities. The questionnaire attempted to reveal the following about these basic courses: (1) the level of students the course is focused at, (2) the background of the instructors assigned to these courses, (3) the nature, structure, and content of the courses, (4) the degree of emphasis given to various topics in the lectures and discussion sections, (5) the frequency of labs and writing situations, (6) the processing of student copy, and (7) the evaluation of student achievement. Statistical data based on the responses to the survey are given in table form. A selection of teacher comments and suggestions for the improvement of basic news writing courses is included. (LL)

ED 083 591 CS 200 738

Johnson, Harvey R.

The Relationship of Social Character to Levels of Inaccurate Response.

Pub Date Aug 73

Note—11p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Fort Collins, Colorado, August 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication (Thought Transfer), Interpersonal Competence, *Perception, Publicize, *Recognition, Research, Retention, *Role Perception, *Role Theory, *Social Characteristics

Identifiers—Reisman (David)
In individual interviews, 145 students were exposed to a portfolio of 13 control advertisements and to one test advertisement which had three versions: the complete advertisement, the advertisement minus the headline and "subhead," and the advertisement minus the small photo and cap-

tion. Using the Kassarian Inner-Other Directedness Test and David Reisman's typology guidelines, "other-directed" individuals were distinguished from "inner-directed" persons by their lack of confidence and extreme desire for approval. Following this test, subjects were confronted with the complete version of the test advertisement and were asked if they recalled observing the previously missing element along with other parts of the advertising copy. Resulting data confirmed Reisman's typology and indicated that usually only the other-directed subjects would claim to have read parts of an advertisement that they had not been exposed to. (EE)

ED 083 592 CS 200 740

Riley, Sam G. Wiessler, Joel M.

Privacy: The Reporter, the Telephone, and the Tape Recorder.

Pub Date Aug 73

Note—12p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Fort Collins, Colorado, August 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Confidentiality, Federal Laws, Journalism, *Laws, State Laws, *Tape Recordings, *Telecommunication, *Telephone Communication Systems

Identifiers—Implied Consent Law (Pennsylvania), Newsmen, *Wiretapping

Federal and state law provides, for the most part, little specific guidance to persons tape recording their own telephone calls for their own record-keeping purposes. In a specific case, a Pennsylvania newsmen was prosecuted in 1972 on charges of wiretapping his own telephone conversations without notice to the other parties in the calls. A review of the cases applicable in Pennsylvania showed that the tape recording of one's own telephone communications may violate the privacy of the other party, but it is possible that "implied consent" or "fair use" legal precedents could be applied if judges and/or lawmakers choose. The general practice of unannounced telephone tape recording by police and fire departments as well as by newsmen and others as yet remains unexamined in the nation as a whole. The practice occurs many times without the knowledge of the telephoning public, but remains in the "grey area" of the law. (CH)

ED 083 593 CS 200 741

Pierce, Joe E.

A Theory of Language, Culture and Human Behavior.

Pub Date 72

Note—161p.

Available from—Ha Pi Press, 512 SW Maplecrest Drive, Portland, Oregon 97219 (\$4.95 paper)

Document Not Available from EDRS.

Descriptors—*Behavior Theories, Cultural Awareness, *Cultural Differences, *Cultural Factors, Language Role, *Language Typology, *Linguistic Theory

In the study and analysis of cultures we must first examine our ways of thinking about things and formulate the assumptions on which we are working, because many of our results may come to us as direct implications from the assumptions that we make. In theorizing about language, culture, and human behavior, the following hypotheses are examined: (1) different human beings react to each perceivable item in this universe in the same way; (2) even though men classify items differently, they know that these units are different and react to items in terms of the reality of the situation; (3) some aspects of this reality are continuous ranges of phenomena, some of which are perceived and reacted to by man and some of which are not; and (4) man classifies only collections of discrete items but reacts to continuous phenomena in terms of reality. Upon demonstrating that all but the third hypothesis are false, we may examine the implications of these hypotheses for culture theory and the theory of human behavior. (HOD)

ED 083 594 CS 200 742

Shuy, Roger W., Ed.

Sociolinguistics: Current Trends and Prospects; Report of the 23rd Annual Round Table Meeting on Linguistics and Language Studies. Monograph Series on Language and Linguistics No. 25.

Georgetown Univ., Washington, D.C. School of Languages and Linguistics.

Pub Date 72

Note—351p.

Available from—Georgetown University Press, Georgetown University, Washington, D.C. 20007 (\$4.50)

Document Not Available from EDRS.

Descriptors—Grammar, *Language Patterns, Language Planning, *Language Research, *Language Role, *Linguistic Theory, Relevance (Education), *Sociolinguistics, Surveys

The papers included in this volume discuss the relationship of sociolinguistics to social interaction, sociolinguistic surveys, the intersection of sociolinguistics with education, and the influence of linguistics and sociology on sociolinguistics. The papers include: "Optional Rules in Grammar" (Fraser); "The Structure of Polylectal Grammars" (Bickerton); "Where Do Grammars Stop?" (Labov); "The Conversational Analysis of Social Meaning: A Study of Classroom Interaction" (Gumperz and Haiman); "On Some Puns with Some Intentions" (Sacks); "The Historical Dimension in the Sociology of Language" (Fishman); "Language Planning and Public Policy: Analytical Outline of the Policy Process Related to Language Planning in India" (Das Gupta); "Sociolinguistic Surveys at the National Level" (Whitely); "Cross-Modal Communication: The Representational Context of Sociolinguistic Information Processing" (Cicourel); "Sociolinguistic Perspectives and Education" (John); "Speech Style and Scholastic Success: The Tentative Relationships and Possible Implications for Lower Social Class Children" (Frendler and Lambert); "A Grammarian Looks to Sociolinguistics" (Fillmore); "Rules in Linguistic, Social, and Sociolinguistic Systems and Possibilities for a Unified Theory" (Grimshaw); and "The Scope of Sociolinguistics" (Hymes). (HOD)

ED 083 595 CS 200 743

Wilson, Jean A. And Others

Books for You: A Reading List for Senior High School Students.

National Council of Teachers of English, Urbana, Ill.

Pub Date 71

Note—343p.

Available from—The National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 42402, \$0.95 non-member, \$0.85 member)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—American Literature, *Annotated Bibliographies, Biographies, Classical Literature, *English Instruction, English Literature, Fiction, Literary Genres, *Literature, Literature Guides, Novels, Reading, *Reading Materials, *Secondary School Students, Short Stories, Twentieth Century Literature

Prepared by an expert committee of the National Council of Teachers of English, this book represents the recommendations of scholars, teachers, librarians, and informed students as to what is of prime value to teenage readers. Over 2,000 titles in 45 different categories and sub-categories are covered, together with brief commentary and annotation. Also included are two indexes, by title and by author, and a list of publishers' addresses. See ED 027 329 for original (1964) edition. (This document previously announced as ED 057 329.) (Author/DB)

ED 083 596 CS 200 744

Lynn, Jerry R.

Message Effects of Public Service Advertising.

Pub Date Aug 73

Note—23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Fort Collins, Colorado, August 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitudes, Communication (Thought Transfer), Information Dissemination, Journalism, *Mass Media, Public Affairs Education, *Publicize, Public Relations, *Public Support, Surveys, *Television Commercials

Identifiers—*Public Service Advertising

Public service advertisements, disseminated via the mass media, have been credited with "positive attitudinal effects" in past research, but only certain kinds of such advertisements are really effective. Of the types of appeals used in television commercials—informative, emotional, "establishment" (or status quo), and fear—the establishment appeal had the least favorable effect on a test group of 248 sophomore college students. In fact, both the establishment and information-based appeals elicited decidedly negative attitudinal

dinal responses from those surveyed, although older, more socially secure, and female respondents tended to favor such appeals. Emotional appeals were most effective with all the respondents, even overcoming fatalism. The test results suggest the production of public service advertisements for specific subgroups of television viewers. (CH)

ED 083 597 CS 200 745

Lueders, Edward, Ed.

The College and Adult Reading List of Books in Literature and the Fine Arts.

National Council of Teachers of English, Campaign, Ill.

Pub Date 67

Note—466p.; Published by Washington Square Press

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 42607, \$0.90 non-member, \$0.75 member)

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—Adult Education, *Annotated Bibliographies, *Art, Art Appreciation, Bibliographies, *Books, *Literature, Literature Appreciation, *Music, Paperback Books, Reading, Reading Materials

The 760 books included in this reading list are judged "especially valuable, important, and rewarding for intelligent, interested, but essentially nonprofessional, college and adult readers." Each entry is annotated, editions are frequently noted, and paperback availability is indicated. The books are arranged according to subject—literature, music, and art—and each subject is further divided into more specific topics, e.g., American fiction, British literary criticism, linguistics. (This document previously announced as ED 029 021.) (LH)

ED 083 598 CS 200 746

Duke, Charles R.

Accountability and Behavioral Objectives: Hobby Horses to the Rescue.

New England Association of Teachers of English, Burlington, Vt.

Pub Date Sep 73

Note—10p.

Journal Cit—The Leaflet; v72 n3 p3-12 Sep 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, *Educational Accountability, Educational Change, *Educational Objectives, *Performance Criteria

American education reflects American society, and when society has difficulty in establishing clear objectives for itself, as it does now, education also has difficulty. Behavioral objectives and educational accountability are a result of public pressure and reflect a broad social movement originating in business, where the emphasis has traditionally been upon efficiency, rationalization, and engineering. For over half a century education has been frantically trying to measure the results of teaching so it may answer a society which gets very impatient at what it deems as unsatisfactory performance. And yet, if we had spent that time on teaching itself—what it is, how it works, who the learner really is, and what his needs are—perhaps we would now be riding fewer hobby horses and spending much less time bumping around in the dark. (Author/LL)

ED 083 599 CS 200 747

Weinthal, Donald S. O'Keefe, Garrett J., Jr.

Professional Orientations of Broadcast Newsmen.

Pub Date Aug 73

Note—26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Fort Collins, Colorado, August 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Broadcast Industry, *Journalism, *News Media, Occupational Aspiration, *Professional Occupations, *Professional Recognition, Radio, *Self Concept, Surveys, Television

Identifiers—Broadcast Journalism, Broadcast Newsmen, *Professionalism

While much contemporary theoretical discussion has centered upon "professionalism" in broadcast journalism, little attention has been paid to describing the professional orientations of currently practicing newsmen. Results of a survey that tested the self-concept of working journalists in television and radio revealed that the respondents agreed that a "professional" journalist

should maintain objectivity, resist the influence of graduates, and be willing to go to jail to protect freedom of the press. The survey results were inconclusive, however, in that there was no universal agreement on professional standards, no clear answer to the problem of journalist certification, and no agreement on the extent of "editorializing" allowable in "straight news" stories. Too, there emerged no clear way of predicting which newsmen hold high professional standards, since educational level and "prestige," the expected indicators, failed to show linear results. Some way of defining a "good" news story must be found before the professionalism of newsmen can be more accurately rated. (CH)

ED 083 600 CS 200 748

Kline, C. Robert, Jr.

Instructor's Signals to Their Students.

Pub Date 73

Note—16p.; Paper presented at a meeting of the Conference on College Composition and Communication (New Orleans, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication Problems, *Composition Skills (Literary), English Instruction, *Evaluation Criteria, Evaluation Methods, *Evaluation Techniques, Higher Education, Response Mode, *Teacher Response, Teaching Methods, Writing Skills

The purpose of this study was to determine whether interrelationships exist among the assignments an instructor plans to give (topic, format, and mode), the intended use of instructional time, and rank order of typical comments used in annotating student papers. The study involved the use of a short questionnaire which contained three parts: (1) questions relating to the teacher's intended assignments (according to mode, aim, and relative frequency); (2) the teacher's planned use of instructional time during the term, rated according to amount of time on certain standard topics; and (3) the teacher's rank ordering of importance of sixteen fields of annotation. A summary of the statistical analysis derived from the questionnaire is given. The conclusion drawn is that teachers frequently send students differing signals of what is important in writing by means of their responses to student papers. The questionnaire used to obtain this information is included. (LL)

ED 083 601 CS 200 749

Morris, Jim R.

Public Relations Aspects of the Position of Administrative Assistant in Higher Education.

Pub Date Aug 73

Note—14p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Fort Collins, Colorado, August 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Characteristics, *Administrator Responsibility, Colleges, *Higher Education, Human Relations, *Human Services, *Publicize, *Public Relations, Role Perception, *School Community Relationship, Universities

In an analysis of the public relations aspects of the position of administrative assistant as perceived by college and university presidents, questionnaires were mailed to 1102 college and university presidents. A cover letter instructed the presidents to fill out the questionnaire with reference to "a person deemed the administrative assistant on his staff." They were cautioned to respond to the questionnaire in terms of the situations current at their institutions, not ideal situations. Results indicated that the administrative assistant has an active role in the total public relations effort of colleges and universities. Data regarding the personal and professional characteristics of administrative assistants were also analyzed. (EE)

ED 083 602 CS 200 750

Culbertson, Hugh M.

Factors Influencing Coorientation Variables in News Judgment.

Pub Date Aug 73

Note—17p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Fort Collins, Colorado, August 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, Expectation, Groups, Individual Psychology, *Interest Tests, *Journalism, *Newspapers, *Predictive Ability (Testing), Psychological Studies

A test group of 78 students in advanced journalism courses at Ohio University were assigned the role of "editor" in an attempt to determine whether newspaper editors can predict the preferences of their readers. Seventy-eight other students from classes in mass communication, introductory psychology, and journalism were assigned the role of newspaper reader and were requested to rank their level of interest in a set of news stories taken from late December 1971 and January 1972 issues of the "New York Times," "Los Angeles Times," "Detroit News," "Washington Post," "Columbus Citizen-Journal," and "Athens Messenger." On the basis of these data, editors were asked to predict how the same audience would rank a second set of similar news stories. The newspaper readers also took a Rokeach personality test. From the resulting information about readers' values, the editors predicted the preferences of individual readers. The accuracy of the editors' predictions, along with the degree to which editors projected their own preferences onto the audience, was examined. Resulting data supported the hypothesis that making judgments and comparisons from one sample of stories to another aided prediction of readers' levels of interest in news stories. Surprisingly, informing editors about audience values and preferences did not reduce the projection of views onto audiences. (EE)

ED 083 603 CS 200 751

Butler, Francelia, Ed.

The Great Excluded: Critical Essays on Children's Literature. Volume One.

Children's Literature Association.; Modern Language Association Seminar on Children's Literature.

Pub Date 72

Note—186p.; See related document CS 200 752. Available from—University of Connecticut Bookstore, Storrs, Conn. 06268 (\$4.25 plus \$0.25 postage)

Document Not Available from EDRS.

Descriptors—Adolescent Literature, Booklists, *Book Reviews, *Childrens Books, Fables, Folklore Books, Higher Education, *Humanities, Legends, Literature, *Literature Appreciation, *Literature Reviews, Mythology

This collection of essays is intended to stimulate writing, teaching, and study of children's literature by humanists. Among the essays are: "Aescop as Litmus: The Acid Test of Children's Literature," "Children's Literature in Old English," "Children's Literature in the Middle Ages," "Pilgrim's Progress as Fairy Tale," "Out of the Ordinary Road: Locke and English Juvenile Fiction in the Eighteenth Century," "From Fantasy to Reality: Ruskin's 'King of the Golden River,'" "St. George's Guild, and Ruskin, Tennessee," "The Ambiguous Legacy of Wilhelm Busch," "The Tin-Tin Series: Children's Literature and Popular Appeal," "Philosophy and Fantasy," "Death in Children's Literature," "What Finnish Children Read," "The Child as Rebel in Song and Rhyme," "What's Left Out of Biography for Children," and "Child Reading and Man Reading: Oz, Babar, and Pooh." Other sections include discussions of texts to be read in conjunction with these essays, classroom metaphysics, and suggested areas for research in children's literature. (LL)

ED 083 604 CS 200 752

Butler, Francelia, Ed.

Children's Literature: The Great Excluded. Volume Two.

Children's Literature Association.; Modern Language Association Seminar on Children's Literature.

Pub Date 73

Note—256p.; See related document CS 200 751. Available from—Univ. of Connecticut Bookstore, Storrs, Conn. 06268 (\$4.25 plus \$0.25 postage)

Document Not Available from EDRS.

Descriptors—Adolescent Literature, Booklists, *Book Reviews, *Childrens Books, Fables, Folklore Books, Higher Education, *Humanities, Legends, Literature, *Literature Appreciation, *Literature Reviews, Mythology

This collection of essays is intended to stimulate writing, teaching, and study of children's literature by humanists. Among the included essays are: "Back to Pooh Corner," "Sophisticated Reading for Children," "Medieval Songs of Innocence and Experience," "Milton's 'Comus' as

Children's Literature," "Fantasy in a Mythless Age," "Science Fiction and the Adolescent," "Children's Books by Famous Writers for Adults," "Ideologies in Children's Literature," "Linguistic Patterns in Children's Verse," and "The Child in Shakespeare." Also included are six review articles and eleven book reviews. (LL)

ED 083 605 CS 200 753
Guidelines for Two-Year Journalism Courses and Programs.

Junior Coll. Journalism Association.
 Pub Date 73

Note—8p.; Prepared by the Articulation Committee of the Junior College Journalism Association

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Colleges, *Course Evaluation, Course Objectives, Evaluation Methods, Instructional Materials, *Journalism, *Junior Colleges, *Program Evaluation, Teacher Evaluation, Teaching Methods, Undergraduate Study

The guidelines for evaluation of junior college journalism courses have been undertaken by the Junior College Journalism Association in cooperation with the Association for Education in Journalism and with the assistance of many interested associations, including the American Society of Newspaper Editors. The major objectives of this program are to foster high standards of two-year college journalism education, to encourage equitable transfer of two-year college journalism credits, and to enhance the general compatibility of two- and four-year colleges in journalism education. One of the primary emphases of the guidelines is a localized Consultant Board which would act in a consultative/evaluative capacity to the two-year college journalism program and consider and evaluate such things as two-year college journalism programs and objectives, course contents, instructor qualifications, and instructional facilities. (LL)

ED 083 606 CS 200 754

Emery, Donald W.

Variant Spellings in Modern American Dictionaries.

National Council of Teachers of English, Urbana, Ill.

Spons Agency—Washington State Council of Teachers of English.

Pub Date 73

Note—136p.; Revised Edition

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 51703, \$3.30 non-member, \$3.00 member)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Dictionaries, Instructional Aids, *Reference Books, *Spelling, *Word Lists

Identifiers—*Variant Spellings

A record of how present-day desk dictionaries are recognizing the existence of variant or secondary spellings for many common English words, this reference list can be used by teachers of English and authors of spelling lists. Originally published in 1958, this revised edition uses two dictionaries not in existence then and the revised editions of three of the dictionaries originally used. The desk dictionaries examined include "The American Heritage Dictionary of the English Language," "Webster's New Collegiate Dictionary," "Webster's New World Dictionary of the American Language," "The Random House College Dictionary," and "Standard College Dictionary." The list includes fairly common words—assumed to be in the active vocabulary of most adults—which are offered as variants by the dictionaries and which could lead to questions in the mind of the student or teacher concerning the propriety of and authority for certain spellings. Excluded are variants for highly technical terms, geographical proper nouns, unusual foreign terms, and rarely used words. Similarly, space is not given to most paired words which are names for essentially the same things or concepts, but which have taken on distinct identities. (HOD)

ED 083 607 CS 200 755

Crosscup, Richard
Children and Dramatics.

Pub Date 66

Note—271p.

Available from—Charles Scribner's Sons, 597 Fifth Avenue, New York, N.Y. 10017 (\$3.95 paper)

Document Not Available from EDRS.

Descriptors—Childrens Games, *Communication Skills, *Creative Activities, *Creative Dramatics, Dance, Dramatics, *Elementary Education, Music, Pantomime, Play, *Theater Arts

This book embodies the concept that the dynamic interplay of experiences and activities remains part of the child's functioning throughout life and that it is the role of adults to establish, where they can, the forms of activity in which children will engage. The chapters describe various contents for such activities and discuss how adults can guide activities in such ways that meanings can unfold for the child and become the child's meanings. Topics of the chapters include: activity and meaning; the why of dramatics; make-believe; dramatic fun and games; pantomime; improvisation; communication and values; shadows and pictures; dance and music; original plays; creative approaches to standard plays; casting as a democratic process; expanded communication in movement and speech; scenery and lighting; properties, costumes, and make-up; the adult leader's role; children and audience; and image and reality. (HOD)

ED 083 608 CS 200 756

Lowenstein, Ralph L.

Press Councils: Idea and Reality. Freedom of Information Foundation Series Number 1.

Freedom of Information Center, Columbia, Mo.

Spons Agency—American Newspaper Publishers Association Foundation, New York, N.Y.

Pub Date Apr 73

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Collective Negotiation, *Freedom of Speech, Journalism, *National Organizations, *News Media, *Press Opinion, Professional Associations

Identifiers—*National News Council

The Twentieth Century Fund is currently suggesting a National News Council (tentatively scheduled to be in operation by the end of 1973), which would be independent of both the government and the craft of journalism and would report to the public both on the accuracy of news coverage and on the threat, real and potential, against freedom of the press. Originally proposed in 1947 by the Hutchins Commission, but never implemented, the idea gained renewed interest in the late 1960s. Its scope would be limited to national suppliers of news: wire services, "supplemental" news services, weekly news magazines, newspaper syndicates, daily newspapers, and broadcasting networks. The council has not gone unopposed. Many in the news media view the council as an apparatus to intensify external control over journalism and serve in the role of unofficial news censor. Other problems involve the council's definition of news and its purview of national suppliers of news. Whether the council succeeds depends upon its first year performance, the positions it will take on government-press relationships, and the support of its membership. (HOD)

ED 083 609 CS 200 757

Herzog, Arthur

The B.S. Factor: The Theory and Technique of Faking It in America.

Pub Date 73

Note—218p.

Available from—Simon and Schuster, Rockefeller Center, 630 Fifth Avenue, New York, N.Y. 10020 (\$6.95 cloth)

Document Not Available from EDRS.

Descriptors—*Discourse Analysis, Figurative Language, Language Styles, Language Usage, Literary Conventions, *Persuasive Discourse, *Propaganda, *Rhetorical Criticism

Identifiers—*General Semantics

This book explores the theory and technique of faking it in America, referred to as the B.S. Factor. Chapter 1 discusses the Factor as a substitute for lies, causing a subtle skewing of sense, a distortion of logic, without ever becoming an actual lie. Chapter 2 breaks the B.S. Factor into styles or systems of thought and language such as "American" (nationalistic cant), "Candor Con" (revealing deeply cynical views about the judgments of others), the "Empathetic Fallacy" (resulting from feeling being subtracted from meaning), and "Many Points" (stating issues in a many-faceted way so that the opposition is reduced to rebuttal and quibbling). Chapter 3 discusses credulity, one aspect of dogmatism, which throws skepticism aside and attaches itself to mental malpractice and intellectual humbug-

gery. Chapter 4 examines the historical and cultural conditions contributing to fakery. Chapter 5 suggests that "radical skeptics" could help solve the problem of fakery by cutting through the propaganda and self-serving syllogisms that dominate society. (HOD)

ED 083 610 CS 200 761

Leedy, Jack J., Ed.

Poetry the Healer.

Pub Date 73

Note—220p.

Available from—J. B. Lippincott Company, 521 Fifth Avenue, New York, N.Y. 10017 (\$8.95)

Document Not Available from EDRS.

Descriptors—*Bibliotherapy, Catharsis, Crisis Therapy, Drug Therapy, Emotional Experience, *Identification (Psychological), *Poetry, *Psychotherapy, Self Expression

Poetry therapy is becoming a recognized psychotherapeutic modality in the healing program of a number of institutions, evidenced by the fact that there are presently over four hundred staffed and salaried poetry therapists. Contained in this book are the following essays on the healing power of poetry: "Poetry in a Cage: Therapy in a Correctional Setting" by Bill J. Barkley, Ph.D.; "Poetry: A Therapeutic Tool in the Treatment of Drug Abuse" by Ruth Lisa Schechter; "Emily Dickinson and Poetry Therapy: The Art of Peace" by Cynthia Chalif, Ph.D.; "Exploring the Unconscious Through Nonsense Poetry" by Anthony Pietropinto, M.D.; "A Defense of Poetry Therapy" by Morris Robert Morrison, M.A., A.B.D.; "Poetry and Psychotherapy: Kinships and Contrasts" by Albert Rothenberg, M.D.; "Shamans, Witch Doctors, Medicine Men and Poetry" by Abraham Blidman, Ph.D.; "Opening New Worlds to the Deaf and the Disturbed" by Lucien Buck, Ph.D., and Aaron Kramer, Ph.D.; "Self-Discovery for Teacher and Youngster Through Poetry" by Art Berger, M.A.; and "The Psychodynamics of Poetry by Patients" by E. Mansell Pattison, M.D. (LL)

ED 083 611 CS 200 762

Madison, John Paul

An Analysis of Values and Social Action in Multi-Racial Children's Literature.

Pub Date 72

Note—138p.; Ed.D. Dissertation, University of Illinois at Urbana-Champaign

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-17,308, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Adolescent Literature, *Childrens Books, *Content Analysis, Multicultural Textbooks, *Social Action, *Values

Value content and social actions were identified and analyzed in this study of 32 children's books containing interracial, intercultural settings and situations. To be included in the sample each book had to be (1) realistic, (2) contemporary, (3) fictional, (4) within the reading ability of children between 10 and 15 years of age, (5) published between 1960 and 1971, and had to contain (6) main characters whose ages ranged from 9 to 17 and (7) problems which were in some way related to the racial and/or cultural background of the main character. Results showed that more than half of the settings were urban and that 17 of the main characters were Negro, 3 were white, 5 were American Indian, 5 had Spanish-speaking backgrounds, and 2 were of Oriental descent. In 11 of the books no white children appeared. Additionally, 40 value categories were present in the episodes, with values of aggression, happiness, family love, friendship, emotional security, and self-regard found most often. Of the 40 value categories, 29 contained negative expressions of value. And out of 40 types of social action, 35 were identified, with those between children occurring most often and those initiated by a majority group child toward a minority group adult occurring least often. (Author/HOD)

ED 083 612 CS 200 763

Mattran, Kenneth Joseph

A Study of Programs of English for Adult Speakers of Other Languages in Public Schools in the State of Michigan.

Pub Date 73

Note—216p.; Ph.D. Dissertation, Michigan State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-20,375, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Adult Education Programs, *English (Second Language), *Language Programs, *Program Design, *State Surveys, Teacher Qualifications, *Teaching Methods

Through a survey conducted in Michigan, this study attempted to provide information concerning the organization of and classroom practices in adult education programs in English for speakers of other languages. Administrators were queried via a mailed questionnaire about organizational aspects of their programs, and teachers were asked to provide specific theoretical and methodological information via a bi-partite instrument. Results showed: (1) 30 percent of the programs did not practice proficiency grouping; (2) in all but one of the programs students were admitted to classes at any time during the school year; (3) specific training in English as a second language was not required of the teachers, although most had some experience in this area; (4) all teachers pursued this activity on a part-time basis; (5) the oral approach and the direct method approach were widely employed; (6) a situation of methodological eclecticism obtained among the teachers; and (7) the programs most generally operated under the titles of "English for the Foreign Born," some under "English as a Second Language," and others employed a nomenclature implying educational activities for non-native born people. (Author/HOD)

ED 083 613 CS 200 764

Miller, Helen Nagtalon

The Concept of "Culture" in the Curriculum of Second Language Teaching.

Pub Date 72

Note—188p.; Ph.D. Dissertation, The Ohio State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-2076, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Conceptual Schemes, *Cultural Education, Culture, *English (Second Language), Investigations, *Second Language Learning, *Teaching Methods

The purpose of this investigation was to show that many of the problems concerning the teaching of culture in the curriculum of second languages are conceptual problems (based on one's understanding of the meanings and definitions involved) and that in order to improve the curriculum of second languages, teachers need to have a background in philosophical analysis, so that problems that arise from a misuse or misunderstanding of language in the discussion of culture can be clarified before commitments are made to particular educational programs. Findings indicated (1) definitions play an important role in causing misunderstandings about the concept of culture; (2) many of the publications on culture in second language teaching are suggestions or programs for teaching culture rather than a clarification of the concept; (3) writers of textbooks and articles on culture often assume that the concept is evaluative rather than descriptive; (4) there is a tendency to treat the refinement and social science sense of culture as opposing meanings instead of arbitrary divisions; and (5) decisions affecting programs on the teaching of culture are value decisions. (Author/HOD)

ED 083 614 CS 200 765

Current Issues in the Teaching of English: Report on a Questionnaire Study; English Curricula in Australia.

Australian Council for Educational Research, Melbourne.

Pub Date 73

Note—91p.; Published for the Australian National Commission for UNESCO by the Australian Government Publishing Service, Canberra

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Design, Curriculum Evaluation, *Curriculum Research, *Educational Practice, Elementary Education, English Curriculum, *English Instruction, *Questionnaires, Secondary Education, *Teacher Attitudes, Teaching Methods

The first two papers in this volume discuss the results of questionnaires intended for primary and secondary teachers to elicit information on current issues in the teaching of English in Australia. It was learned that secondary teachers reached consensus only on the very broadest levels. They all agreed that literature, communication, and expression should not be treated as separate studies; that reading and literature continue to be relevant; that the curricula must consider individual differences; and that some provision should be made for informal discussion in the classroom. Division of opinion occurred in discussing how goals were to be achieved and priorities ordered. Primary teachers gave wide support to the preeminence of oral language, creative writing, and teacher autonomy. On other issues, however, there were differences of opinion. The second paper examines current curricula and teaching practices in the Australian states (Queensland, New South Wales, Tasmania, Victoria, Western Australia, and South Australia) and is organized under the following headings for each state: introduction, aims and objectives, structure and orientation of courses, current approaches and materials, current methods of assessment, and summary. (HOD)

ED 083 615 CS 200 766

Barry, Elaine

Robert Frost on Writing.

Pub Date 73

Note—188p.

Available from—Rutgers University Press, 30 College Avenue, New Brunswick, New Jersey 08903 (\$7.50)

Document Not Available from EDRS.

Descriptors—*American Literature, Authors, Interviews, Language, Lecture, Letters (Correspondence), *Literary Criticism, *Literature, Literature Reviews, Parody, *Poets, *Writing

Identifiers—*Frost (Robert)
This book is a collection of Frost's letters, reviews, introductions, lectures, and interviews on writing dating back to 1913. It provides Frost's view of literature, and its relation to language and social order. Part one, "Frost as a Literary Critic," discusses the scope of Frost's criticism and Frost as both critical theorist and practical critic. Part two, "The Texts," includes letters, prefaces, reviews, lectures, interviews, parodies, and marginalia by Frost. The author's notes on the texts are included. (LL)

ED 083 616 CS 200 767

Shuy, Roger W. And Others

Sociolinguistic Factors in Speech Identification.

Center for Applied Linguistics, Washington, D.C. Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date 69

Note—135p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Dialect Studies, *Employer Attitudes, Employment Potential, Language Patterns, Language Role, *Negro Dialects, Non-standard Dialects, Pattern Recognition, Racial Factors, *Racial Recognition, Socioeconomic Influences, *Sociolinguistics

Identifiers—*Speech Identification

The first of two experiments conducted in Detroit investigated the relationship between class and ethnic membership and identification of class and ethnicity; the role age and sex of respondent play in accuracy of speaker identification; and attitudes toward various socioethnic speech patterns. The second study was concerned with the attitudes of employers and potential employees toward various speech patterns. The evidence from the first study made it clear that in Detroit, regardless of the age, race, sex or socioeconomic status of the listener, Negro identity of taped speakers could be made accurately from a minimum of 74.4% to a maximum of 86.2% of the time. It was also significant that lower socioeconomic status was more accurately identified. The use of the semantic differential scale was also noted to compensate for the general inarticulateness of the public in evaluating speech. The second study indicated that employers do judge potential employees on the basis of speech. As it relates to possible job opportunities, however, the employers consistently rated the speech as appropriate for lower level jobs than the actual employment level of the speaker. In addition, teenagers seemed to correlate the concept of "successful" and "acceptable" speech with opportunity. (HOD)

ED 083 617

CS 200 768

Dunn, N. E. Hedges, Elaine

You Still Have a Long Way to Go, Baby: Neglected Women Writers; and Women's Studies and the High School English Curriculum.

Maryland Council of Teachers of English, College Park.

Pub Date 73

Note—18p.

Journal Cit—Maryland English Journal; v11 n2 p2-18 Spring 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Literature, College Instruction, *English Curriculum, *English Instruction, Females, Secondary Education, Twentieth Century Literature, *Womens Studies

Identifiers—*Glasgow (Ellen)

The first of these two articles on women's studies offers suggestions toward a specific course centered upon significant women novelists in twentieth century literature. It is suggested that the subject could be offered as a semester's work on the college or junior college level, and, with a more restricted scope, it could be adaptable to the high school mini-course. Most of the discussion is devoted to a consideration of an approach to the study of the novels of Ellen Glasgow. The second article examines women's studies that have been offered on the college and university level. Against this background, women's studies on the high school level are discussed, particularly the challenges and opportunities they present to the English teacher. (HOD)

ED 083 618 CS 200 769

Charrow, V. R. Fletcher, J. D.

English as the Second Language of Deaf Students.

Psychology and Education Series.

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No—TR-208

Pub Date 20 Jul 73

Grant—OEG-0-70-4797(607)

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Deaf Children, *Deaf Research, *English (Second Language), *Foreign Students, Language Development, Language Proficiency, *Language Tests, *Young Adults

Identifiers—Stanford Achievement Test, Test of English as a Foreign Language

The Test of English as a Foreign Language (TOEFL) was administered to 26 deaf students (approximately 18 years of age) to determine (1) whether deaf children of deaf parents (DP), as users of American Sign Language and as possessors of a shared code, would outperform deaf children of hearing parents (HP); (2) whether the performance of DP subjects, if they do learn English as a second language, would resemble the performance of hearing, foreign students on their item-by-item performance; and (3) whether the performance of DP subjects on the TOEFL test and on the Stanford Achievement Test (SAT) would be less related than the performance of HP subjects. Results showed that the DP group was superior to the HP group of three of the four TOEFL subtests and on two SAT subtests and that the parentage variable accounted for 53 percent of the variance in total test scores. The item-by-item comparisons showed the DP group performance to more like that of the hearing, foreign students than was the performance of the HP group. Whereas the correlations of the Paragraph Meaning SAT subtest scores with the TOEFL scores failed to discriminate between the DP and HP subjects, the DP subjects' scores correlated better than HP group scores on the Language subtest of the SAT. (HOD)

ED 083 619

CS 200 770

King, Paul King, Eva

Language-Through-Literature; A Literary Language/Language Arts Program for Bilingual Education, ESL and Other Activities in Early Childhood. Books 1 and 2.

Pub Date May 72

Note—543p.; Unpublished curriculum guide based on Bilingual Readiness in Primary Grades

EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—Bilingual Education, Childrens Books, *Curriculum Guides, *Early Childhood Education, *English (Second Language), In-

structional Materials, *Language Arts, Language Development, *Language Programs, Lesson Plans, Teaching Guides
Identifiers—*Children's Literature

This language-through-literature program is designed to be used as a native language program (language arts/reading readiness), as a second language program, or as a combined native and second language program in early childhood education. Sequentially developed over the year and within each unit, the program is subdivided into 14 units of about two weeks duration each. Each daily lesson is 15 to 20 minutes long and is planned for maximum participation by children and a high degree of individualization. The two volumes include 130 lessons focused around 12 selections of childhood literature, 5 lessons of language arts activities for special occasions such as holidays, and about 15 review lessons. The make-up of each story unit provides an introduction outlining the rationale and aims of the unit; suggestions pertaining to the particular unit, such as illustrations, sound effects, and realia; the text of the story and the text and music of the related songs and games in English, Spanish, and Chinese, with samples in French, German, Japanese, and Portuguese; daily lesson plans providing the structure necessary for language development and maximum freedom for the teacher; a set of slides; and a set of master tapes in English, Spanish, and Chinese. (HOD)

ED 083 620 CS 200 771
Burd, Gene
Urbanization, Specialization and the Future of Magazines.

Note—14p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Fort Collins, Colorado, August 1973)

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Economic Factors, *Journalism, Mass Media, *Periodicals, *Publications, Publicize, Publishing Industry, Reading Interests, *Social Change, Sociocultural Patterns, Statistical Data, Urban Areas, *Urban Culture, Urbanization

Magazine journalism is not dead, despite the demise of many giant publications, but is thriving in new forms on the threshold of a new era whose trademark is urbanism. New publications recently appearing are primarily special audience magazines designed to fill the specific information needs of new groupings of readers. Since most of these new magazines survive on circulation revenue more than on advertising costs, they are able to exercise greater editorial freedom and wider content selection. Also, the new periodicals appeal to the advertisers since they offer a "pre-screened," selected audience. (Bibliographical data is provided and statistical tables show that new magazines reflect social changes and that Black publications have increased in number.) (DS)

ED 083 621 CS 200 772
Marzoff, Marion
America's Enduring Ethnic Press.

Note—20p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Fort Collins, Colorado, August 1973)

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Cultural Awareness, Cultural Factors, *Ethnic Groups, *Foreign Language Periodicals, Immigrants, *Journalism, News Media, *Newspapers

Studies of the history of newspapers in the United States have virtually ignored the ethnically oriented, foreign language press. This gap in journalistic investigation should be filled by considering the two conflicting roles which ethnic newspapers fill: assimilation of the ethnic group into the mainstream of American culture and maintenance and reinforcement of the readership ethnicity. By realizing that America is not completely successful as either a melting pot or a land of genuine cultural pluralism, the scholar of journalistic traditions can understand the needs of ethnics who support the continuance of ethnic newspapers. Newspapers for ethnics are similar to their English counterparts in their coverage of the news but differ in their closer ties to the communities that they serve. The ethnic press tends to supplement the news in other major newspapers, but it provides a touch with the ethnic's, and especially the immigrant's, "old country" in his

own language as other newspapers cannot. The evolutionary nature, the relationship to the dominant press, and the expression of distinct cultural, social, and political values must be considered in studies of the ethnic press. (CH)

ED 083 622 CS 200 773
Ryan, Michael Tankard, James W., Jr.
Problem Areas in Science News Reporting, Writing, and Editing.

Pub Date Aug 73
Note—39p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Fort Collins, Colorado, August 1973)

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Communication (Thought Transfer), Editing, Information Dissemination, Information Sources, *Journalism, News Media, *Newspapers, Sciences, *Scientific Concepts, Scientific Research, Scientists, *Technical Reports, Writing

Identifiers—*Science News Reporting
Several potential "problem areas" in the science news coverage process were identified through analysis of comments written by 193 scientists who were asked to assess the accuracy of science news stories in which they were cited as the major source. The analysis led to a number of recommendations for improving the objective reporting of science news. To verify their stories, reporters should not rely solely on interviews with scientists or on publicity handouts but should also use journal articles and published reports. In writing their stories, reporters should attempt to find the angle of the story, avoid oversimplifying or exaggerating the lead sentence to attract reader interest, quote accurately and in context, use language and terminology accurately, and interpret technical conclusions properly. A special problem in science news coverage which must be overcome by reporters is sensationalizing information. The words "cure" and "breakthrough" should not be used unless the scientist himself approves the words in describing his work. Information sources might also be given an opportunity to review articles for accuracy before publication. Finally, it is important for editors to realize that the practice of cutting news stories from the bottom to fit available space may not apply to science stories, which often need to be reported completely to make sense. (EE)

ED 083 623 CS 200 774
Schwarzlose, Richard A.
Early Telegraphic News Dispatches: The Forerunner of the AP.

Pub Date Aug 73
Note—20p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Fort Collins, Colo., Aug. 19-22, 1973)

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*American History, *Information Systems, *Journalism, *News Media, Newspapers, *Telecommunication

Identifiers—AP, *Associated Press, Telegraphic Communication, Wire Services
The origin of the Associated Press (AP) lies in the early cooperative news gathering efforts of the editors of several New York newspapers. As early as May 1846, these editors were "pooling" their energies in response to newly developed modes of communication—the wire and wireless telegraph and the trans-oceanic steamship mail services. The officially organized New York Associated Press (NYAP) was created in 1848 with a formal agreement among the member newspapers to use common telegraphic lines and other communication modes in gathering and passing news dispatches. A comparison of similar stories in widely separated newspapers demonstrates that the NYAP sold its news stories to newspapers throughout the United States. The Associated Press, as it currently exists, evolved from the NYAP. (CH)

ED 083 624 CS 200 775
Chu, Godwin C.
Communication and National Development—The Contribution of Wilbur Schramm.

Pub Date Aug 73
Note—11p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Fort Collins, Colorado, August 1973)

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Communication (Thought Transfer), Developing Nations, *Economic Development, *Information Dissemination,

Journalism, *Mass Media, *Nationalism, Political Socialization, Social Change
Identifiers—*Schramm (Wilbur)

The efforts of Wilbur Schramm are largely responsible for the general understanding of the key role that communication plays in the political and economic development of emerging nations. Development of communication channels is closely interrelated with the complex processes of political, social, and economic evolution in the new countries of Asia, Africa, Latin America, and the Middle East. Schramm has been concerned with how communication development can serve to accelerate political, economic, and social growth. He asserts that communication assists in public understanding and acceptance of national goals and the individual's responsibilities for attaining them. Economic development is especially dependent upon communication channels but must also provide the financial and material support for communication media. Schramm's theme has been that the mass media can be used for explaining goals, raising aspirations, and creating a climate for national development. Further, the media assist in providing more widespread education through teacher support (or substitution). Schramm also indicates that development of the media encourages political democracy with its attempts to involve the public in decision-making processes. (RN)

ED 083 625 CS 200 781
Aikins, Mary Patricia Truxler
Moral Values in Contemporary Literature: A Teaching Dissertation.

Pub Date 73
Note—100p.; Ph.D. Dissertation, University of Utah
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-21,208, MFilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.
Descriptors—Course Content, Course Organization, Doctoral Theses, *Educational Research, Higher Education, Instructional Materials, *Literary Criticism, *Moral Criticism, *Moral Issues, *Twentieth Century Literature

This dissertation dealt with the preparation, design, teaching, and evaluation of a course in moral values in contemporary literature. Through lectures, group discussions, and multi-media presentations the course examined the possibility of using the moral approach to literary criticism as a form of analysis for contemporary literature. The course focused on the following five themes: that moral criticism provides a broad and helpful point of view for the analysis of literature, that contemporary literature lends itself well to moral considerations, that literature functions as an instrument for the edification of mankind, that the discipline of literature benefits from a sound and comprehensive theoretical criticism, and that teachers and students of literature are engaged in the act of criticism. The course directed itself toward suggesting possible answers to such questions as: (1) What is literature? (2) What is criticism? (3) What acts are moral, amoral, or immoral? (4) What is the purpose of literature? and (5) What is the relationship between moral concerns and the concerns of literature? The materials of the course, including syllabi, reading lists, bibliographies, texts, reading guides, course descriptions, methodology, and classroom objectives, are contained in the dissertation. (Author/WR)

ED 083 626 CS 200 785
Catalani, Anne Ramundo
A Study of Selected, Nationwide Inservice Education Programs for Secondary School Teachers of English, Grades 7-12, from Fall 1969 through the Academic Year 1971-72.

Pub Date 72
Note—266p.; Ph.D. Dissertation, The University of Texas at Austin
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-18,408, MFilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.
Descriptors—Doctoral Theses, Educational Programs, *Educational Research, *English, Inservice Education, *Inservice Programs, *Inservice Teacher Education, Program Administration, Program Content, Program Descriptions, Program Development, Program Planning, *Teachers

This study was designed to discover the extent to which school districts provided inservice education for their secondary school teachers of English from the fall of 1969 through the 1971-72 academic year, to determine if inservice consisted of continuous, process-oriented growth experiences structured primarily to benefit the teaching of English in the classroom, and to identify promising practices among inservice education programs by evaluating them according to the recommended criteria in nine areas: inception, organization, administration, objectives, personnel roles, content, funding, evaluation, and follow-up. A questionnaire was prepared based on information received from a letter of inquiry to state education departments in 50 states and the District of Columbia and on recommendations in the literature on inservice education. A questionnaire was mailed to every person on each of two mailing lists: (1) selected state supervisors of English and reading and (2) a sampling of public school superintendents. The principal findings indicated the inservice practices generally followed the criteria suggested in related literature mainly in organization, administration, funding, and evaluation. Variance was noted for objectives, personnel roles, content, and follow-up. (Author/WR)

ED 083 627 CS 200 786

Beach, Richard Waldo
The Literary Response Process of College Students While Reading and Discussing Three Poems.

Pub Date 72
Note—230p.; Ph.D. Dissertation, University of Illinois at Urbana-Champaign

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-17,112, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—College Students, Content Analysis, *Educational Research, *Group Discussion, *Literary Analysis, Literary Perspective, Literature, *Poetry, Reading Skills, Student Reaction Identifiers—*Free Association

The purpose of this study was to determine (1) the differences between college students' literary responses while reading a poem as measured by a free-association technique and their responses in a group discussion, (2) the effects of completing the free-association assignment with a poem on a subsequent discussion of that poem compared to merely reading the poem, and (3) the effects of each student's theory of literary response, attitude toward the poem or task, and conception of the discussion situation on his responses. Thirty-six upperclass English majors were divided into three groups each of which had a different assignment: a taped free-association of responses to a poem, a written free-association, and merely reading a poem. The groups were rotated to expose them to different assignments using different poems (all were contemporary and similar in length). Following each assignment, each group discussed the same poem. Their responses were coded using a modification of a content analysis system developed by Alan Purves. Conclusions reached included: discussions following the free-association had more interpretation and less digression than discussions without previous preparation, subjects were somewhat consistent in assignment and discussion responses, and definite stages of responses were evident in the discussions. (Author/WR)

ED 083 628 CS 200 787

Kernan, Claudia Mitchell
Language Behavior in a Black Urban Community. Monograph of the Language-Behavior Research Laboratory, No. 2.

California Univ., Berkeley. Language and Behavior Research Lab.
Pub Date Feb 71

Note—174p.
Available from—Univ. of California Language-Behavior Research Laboratory, 2224 Piedmont Ave., Berkeley, Calif. 94720 (\$3.50)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Black Community, Dialect Studies, *Doctoral Theses, Language Research, Language Role, Language Styles, *Linguistic Patterns, *Negro Dialects, Oral Expression, Sociolinguistics, *Speech Habits

Based on research conducted in Oakland, California, between 1965 and 1967, this dissertation explores some aspects of language behavior in a black working-class community. Chapter 1

deals with selected features of the code which serve to differentiate the speech community from others and compares the findings of the present study with those of researchers in other geographical areas. In chapter 2, the folk labels for some phonological, grammatical, and lexical variants are discussed in conjunction with attitudes toward these variants. Chapter 3 deals with the ethnographic description of several speech acts: signifying, marking, and loud-talking. Conclusions are then provided, references are cited, and the distribution of finite forms of "be" in a speech sample and samples of Black English sentences edited by four teenage native speakers are appended. (Author/HOD)

ED 083 629 CS 200 788

Stegall, Carrie
The Adventures of Brown Sugar; Adventures in Creative Writing.

National Council of Teachers of English, Campaign, Ill.
Pub Date 67

Note—101p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Capitalization (Alphabetic), Composition (Literary), Composition Skills (Literary), Creative Activities, *Creative Writing, *Elementary Education, *English Instruction, Grade 4, Grammar, Integrated Activities, *Language Arts, Language Instruction, Language Usage, Punctuation, Spelling, *Student Developed Materials, Verbal Development, Vocabulary Development, Writing Skills

A teacher's experience in guiding a group of 40 fourth-graders in writing a book is reported, and the book is included. Provided are descriptions of—(1) the step-by-step process of writing each chapter of the book, (2) the development of the students' "own English book"—rules for usage, spelling, punctuation, and capitalization, discovered by the students and used as a guide in their writing, and (3) future plans for students to write individual books. (This document previously announced as ED 017 499.) (MM)

ED 083 630 CS 200 789

Donelson, Kenneth, Ed.
Humor and Satire in the English Classroom.

Arizona English Teachers Association, Tempe.

Pub Date Oct 73

Note—139p.

Journal Cit—Arizona English Bulletin; v16 n1 p1-135 October 1973

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Creative Writing, *English Curriculum, *English Instruction, English Programs, Film Study, *Humor, Literature, *Satire, *Secondary Education

Identifiers—Comic Books, Comic Strips, Shakespeare (William)

According to the "Arizona English Bulletin" (AEB), not enough attention is given to humor or satire in high school English classes. AEB suggests that if the English class is a place for bringing reality into the curriculum, humor must become a part of the total English program. Featured in this issue are 25 essays on various aspects of humor and satire, including humor in literature, background to humor, short films using parody and satire, teaching Shakespearean comedy, writing humor, graffiti, comic books and strips, some problems in teaching satire, and comedy in radio. Sample parodies written by English teachers and a bibliography of books on humor and satire are also included. (LL)

ED 083 631 CS 200 790

Ninth Grade Language Arts Skills Objectives and Interpretative Data.

Escambia County Board of Public Instruction, Pensacola, Fla.

Pub Date Aug 73

Note—84p.; Prepared by the Ninth Grade Teachers and Supervisory Staff of the Language Arts Department of Escambia County School Board

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, Composition (Literary), *English Instruction, Evaluation Criteria, Evaluation Methods, *Grade 9, *Language Arts, Listening, Literature, Mass Media, Nonverbal Communication, Reading, *Secondary Education, Speaking, Verbal Communication

The purpose of this document is to provide ninth grade English teachers with a set of lan-

guage arts skills objectives. Included are a domain chart, terminal objectives with supportive evidence information, and log sheets for recording coverage of objectives. Skills objectives cover nonverbal language, listening, speaking, literature/reading, verbal language, composition, and mass communications. Interpretative data includes definitions of the objectives, recommendations for their use, activities intended to assist teachers in using the objectives, evaluation suggestions, and plans for the development of additional objectives. (LL)

ED 083 632 CS 200 791

Endo, George Takashi
Language Acquisition through Modeling and Imitation.

Pub Date 73

Note—89p.; Ph.D. Dissertation, University of Utah

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-19,366, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Development, Environmental Influences, Generative Grammar, Imitation, Language, *Language Research, Learning Processes, *Metaphors, Observational Learning, *Primary Grades, Reinforcement, *Stimulus Generalization, Verbal Learning

Two environmental learning conditions based on generative linguistics were tested to determine whether they could induce in children (in grades 1-3) the acquisition of the rules of metaphors and the subsequent generation of metaphors based on the acquired rules. The first modeling condition (MC-1) emphasized the verbal-interaction effect: the model appeared to construct a sentence to the stimulus noun and the subject was asked to construct a similar but not identical sentence to the same noun. The second modeling condition (MC-2) emphasized observational learning: the subject first observed the model construct sentences to five individually presented stimulus nouns. The subject in turn was given five different nouns and asked to construct similar types of sentences. Results showed that during the first generalization condition immediately following the training trials, MC-2 subjects constructed more metaphorical sentences to new stimulus nouns. When contingent reinforcement was given for producing non-metaphorical sentences, all subjects exhibited corresponding reversal of sentences. During the second generalization condition immediately following the reversal condition, non-metaphorical responses to a new set of stimulus nouns occurred for all subjects. (Author/HOD)

ED 083 633 CS 200 792

Whittaker, Della Silverman
A Content Analysis of Black English Markers in Compositions of Community-College Freshmen.

Pub Date 72

Note—143p.; Ph.D. Dissertation, University of Maryland

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-18,271, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Community Colleges, *Composition (Literary), Dialect Studies, *Language Research, *Negro Dialects, Negro Students Identifiers—Black English, *Linguistic Markers

This study aimed to collect further evidence of written Black English markers by listing in categories those appearing in diagnostic compositions of black freshmen in a predominantly white community college, calculating their frequencies, and relating their appearance to background information about the writers. Compositions of the 72 subjects averaged five Black English markers in 193 words. Findings indicated that the students assigned to regular English 101 used significantly fewer Black English markers than those assigned to developmental English 001; that markers appeared in 87 1/2 percent of the compositions instead of the 95 percent hypothesized; that there was no significant difference between the mean rates of markers in compositions written by teenagers and adults or by males and females; that no students seem to have been raised in a predominantly white geographical area; and that insufficient data was available for a valid socioeconomic analysis. (Author/HOD)

ED 083 634 CS 200 799
 Lemke, Alan Keith
 Philosophy of Language and the Teaching of Writing.

Pub Date 72
 Note—182p.; Ph.D. Dissertation, University of Illinois at Urbana-Champaign
 Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-17,294, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Composition (Literary), Composition Skills (Literary), Doctoral Theses, English Instruction, Language Patterns, *Language Research, *Rhetoric, *Semantics, *Writing, Writing Skills

This study identified reasons to believe that one particular way of teaching writing is theoretically sound; explicated the use theory of meaning; defined a theory of rhetoric which was compatible with the use theory; presented a set of beliefs about the nature of thought and about how the mind learns; and presented exemplary classroom activities which would be useful and theoretically sound. Among key semantic principles discussed were: (1) that words do more than refer; (2) that the "use" of a word is its meaning; (3) that words have the power to complete first and second order functions; (4) that formal and pragmatic aspects of use are interdependent; (5) that the use theory of meaning offers only context specific descriptions of uses of words; and (6) that as pairs, symbol and interpretation, use and meaning, word and thought, and language and mind should not be thought of as things in logically separate realms. The study ends with a discussion of some of the issues and decisions a teacher of writing faces as he moves toward the teaching of writing as a way of knowing rather than as a way of expressing ideas. Choice of topic, criteria of excellence, and problems of assessment of student achievement are discussed in relation to the definition of writing as a process and as a form of life. (HOD)

ED 083 635 CS 200 800

Wallace, Patricia Elliott
 A Study of Semantic Theory and Its Use in the Teaching of Composition at the Secondary Level.

Pub Date 72
 Note—273p.; Ph.D. Dissertation, The University of Texas at Austin
 Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-18,506, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Composition (Literary), Composition Skills (Literary), Doctoral Theses, Educational Theories, *English Curriculum, *English Instruction, Language Usage, Linguistic Theory, *Secondary Education, *Semantics
 Strategies proposed in this study for teaching composition at the secondary level incorporated an expanded concept of semantics. A survey of semantic developments indicated that a composition program stressing the interrelationship of syntax, semantics, and pragmatics in a communication situation was a desideratum. As an initial procedure, the technique of linguistic analysis adapted by John Wilson was modified for use. As a means for continuing to emphasize semantics, a second strategy dealt with a concept of persona, attitude, and tone—a schema developed from the work of Walker Gibson. To complete the overall structure for composition, James L. Kinneavy's theory for determining logical development in terms of the aim was recommended. The technique and methods were applied to a selected example of persuasive discourse in a partial analysis. (Author/HOD)

ED 083 636 CS 200 809

Demeitz, Peter, Ed.
 Brecht: A Collection of Critical Essays. Twentieth Century Views Series.

Pub Date 62
 Note—186p.
 Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$1.95 paper)

Document Not Available from EDRS.

Descriptors—Authors, Biographies, *Drama, *German Literature, Higher Education, *Literary Criticism, *Modernism, Secondary Education, *Twentieth Century Literature
 Identifiers—*Brecht (Bertold)

One of a series of works aimed at presenting contemporary critical opinion on major authors, this collection includes essays by Sergey Tretyakov, Hearings of the House Committee on Un-American Activities, Hannah Arendt, Eric Bentley, Oscar Budel, Ernst Schumacher, I. Fradkin, Hans Egon Holthusen, Gunter Rohrmoser, Walter H. Sokol, Franz Norbert Menneimier, Ronald Gray, John Willett, and Martin Esslin—all dealing with the biography and literary work of Brecht. Designed for use by both literary critics and secondary and college teachers of English, this work would also be of value to undergraduate and graduate students of literature. The essays discuss: the testimony of Brecht; Brecht as poet, contemporary theater and aesthetic distance; Piscator's political theater; the artistic originality of Brecht's drama; his dramatic theory; his split characters and sense of the tragic; his language and its sources; the music; and "The Caucasian Chalk Circle." A chronology of important dates in Brecht's life, a brief set of biographical notes on the contributors to this collection, and a selected bibliography on Brecht and his work complete the volume. (LL)

ED 083 637 CS 200 810

Peyre, Henri, Ed.
 Baudelaire: A Collection of Critical Essays. Twentieth Century Views Series.

Pub Date 62
 Note—184p.
 Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$5.95 cloth, \$1.95 paper)

Document Not Available from EDRS.

Descriptors—Authors, Biographies, *French Literature, Higher Education, *Literary Criticism, *Nineteenth Century Literature, Novels, *Romanticism, Secondary Education
 Identifiers—*Baudelaire (Charles)

One of a series of works aimed at presenting contemporary critical opinion on major authors, this collection includes essays by Paul Valery, Henri Peyre, Francois Mauriac, Charles du Bos, Etienne Gilson, P.M. Pascinetti, John Middleton Murry, Marcel Proust, Georges Poulet, Erich Auerbach, and Jean Prevost—all dealing with the biography and literary work of Baudelaire. Designed for use by both literary critics and secondary and college teachers of English, this work would also be of value to undergraduate and graduate students of literature. The essays are divided into three sections discussing the position of Baudelaire, the life of Baudelaire and its influence on his work, and the themes in Baudelaire. A chronology of important dates in Baudelaire's life, a brief set of biographical notes on the contributors to this collection, and a selected bibliography on Baudelaire and his work complete this volume. (LL)

ED 083 638 CS 200 811

Hemingway; A Collection of Critical Essays. Twentieth Century Views Series.

Pub Date 62
 Note—180p.
 Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$5.95 cloth, \$1.95 paper)

Document Not Available from EDRS.

Descriptors—*American Literature, Authors, Biographies, Higher Education, *Literary Criticism, *Modernism, Novels, Secondary Education, *Twentieth Century Literature
 Identifiers—*Hemingway (Ernest)

One of a series of works aimed at presenting contemporary critical opinion on major authors, this collection includes essays by Lillian Ross, Malcolm Crowley, E.M. Halliday, Harry Levin, Leslie Fiedler, D.H. Lawrence, Philip Young, Sean O'Faolain, Cleanth Brooks and Robert Penn Warren, Carlos Baker, Mark Spilka, Ray B. West, Jr., Nemi D'Agostino, Joseph Waldmeir, Leon Edel, and Philip Young—all dealing with the biography and literary work of Ernest Hemingway. Designed for use by both literary critics and secondary and college teachers of English, this work would also be of value to undergraduate and graduate students of literature. Topics covered include Hemingway's ambiguity; his style; an analysis of "The Killers"; the death of love in "The Sun Also Rises"; the later Hemingway; and Hemingway's religion of man. A chronology of important dates in Hemingway's life, a brief set of biographical notes on the contributors to this collection, and a ten-item bibliography of books, articles, and essays on Hemingway complete this volume. (LL)

ED 083 639 CS 200 821

Davis, Flora
 Inside Intuition: What We Know About Nonverbal Communication.

Pub Date 73
 Note—245p.
 Available from—McGraw-Hill Book Company, 1221 Ave. of the Americas, New York, N.Y. 10020 (\$7.95 cloth)

Document Not Available from EDRS.

Descriptors—Animal Behavior, Behavioral Sciences, Behavior Development, *Behavior Patterns, Body Image, *Body Language, *Communication (Thought Transfer), Human Posture, *Nonverbal Communication, Paralinguistics, Prenatal Influences, *Social Relations
 Identifiers—*Kinesics

Information gathered from one and a half years of interviews with anthropologists, psychologists, ethologists, sociologists, and psychiatrists provides the source of answers for the questions this book addresses: How much do we communicate with words, and how much with gestures, postures, and movement? What can we learn from the study of nonverbal behavior? Is it really possible—or desirable—to "read" body language? Chapters discuss nonverbal communication as a fledgling science; nonverbal gender signals; courting behaviors; the silent, celluloid world of kinesics; the way the body itself communicates; nonverbal communication in animals; the human face; how the eyes communicate; hand gestures; the messages in distance and location; interpreting postures; body rhythms; the rhythms of the human encounter; communicating by smell and by touch; the sensory environment of the womb; the nonverbal code of childhood; nonverbal communication as a clue to character; the rules society observes for public behavior; and making conversation through nonverbal communication. (HOD)

ED 083 640 CS 200 823

Feldman, Samuel Nathan
 The High School Underground Press: Content Analysis, Member Attitudes, and Beliefs.

Pub Date 73
 Note—154p.; Ed.D. Dissertation, University of California, Los Angeles
 Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-18,624, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Administrator Attitudes, Content Analysis, Doctoral Theses, *Journalism, *School Newspapers, Secondary School Students, *Student Attitudes
 Identifiers—*Underground Press

Developing a rationale for the high school underground press is the objective of this study. To accomplish this, principals, underground editors, and student editors were asked to rate six concepts and to complete an attitudes and beliefs scale, and thirteen high school underground newspapers and five major court decisions were examined using symbolic content analysis to determine the primary symbols and meanings of the publications. School is the strongest symbol throughout the newspapers. The major themes are that school is irrelevant, racist, oppressive, and inhuman but powerful because it provides a link to the larger system of government and to the executors of its power, the police and court systems. The dominant underlying theme in all of the newspapers is fear, danger, death, and punishment. The major themes of the legal cases are similar to those of the newspapers themselves. These include freedom, school violence, and authority. Libel and obscenity are not treated as major issues. The primary objective of the underground press is to unify students and make them aware of problems and also to gain legal access to fellow students without threat of punishment. (Author/TO)

ED 083 641 CS 200 824

Norton, Michael Merrill
 Changing Education for Journalism.

Pub Date 73
 Note—134p.; Ph.D. Dissertation, Stanford University
 Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-20,506, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Educational Innovation, *Educational Research, Higher Education, *Journalism, *Professional Education, *Questionnaires, Surveys

To obtain quantitative measures of the extent, popularity, or desirability of innovations and changes in education for the professions, a questionnaire asking the current proportion, recent significant increase or decrease, and desirability of future increase or decrease about each of fifty trends in professional education was sent to the journalism head at every institution in the country which offers a bachelor's degree in journalism. The most frequently reported trends dealt with increases in the proportion of students majoring in another field and enrolled in a journalism course, participating in administration, and from ethnic minority groups, and increases in the proportion of courses providing off-campus experience and in which audiovisual equipment is used frequently. Larger schools and departments whose heads had less professional experience tended to be more innovative. Many schools or departments believed they should revise their programs or emphases, particularly in the areas of minority students and faculty, mathematics and statistics requirements, paraprofessional training, programmed instruction, computer use, interdisciplinary courses, independent study, use of television, team teaching, and classroom equipment. (Author/TO)

ED 083 642 CS 200 825

Cramer, Carter Marshall
Essays Toward the Teaching of Composition in a Technological Age.

Pub Date 72

Note—93p.; Ph.D. Dissertation, University of Illinois at Urbana-Champaign

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-17,169, MFilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*College Freshmen, Composition (Literary), *Composition Skills (Literary), Doctoral Theses, English Curriculum, *English Instruction, *English Programs, Secondary Education, Teacher Education, Teaching, *Writing Skills

The three essays and two appendices comprising this study describe the author's attempts to develop his own approach to the teaching of writing to university freshmen, his thoughts on the training of teachers of writing for the secondary schools, and his experiments with broadening the concept of composition in a technological age to include creative work in multi-media. In teaching traditional exposition and argumentation to university freshmen, the author recommends the examination by teacher and student of Wayne C. Booth's assumed voice, available argument, and audience, with an emphasis on defining the last, for it is the audience that determines both the voice and arguments the writer uses. In the training of English majors to be teachers of writing in secondary schools, the author argues the need for a course in composition theory as an adjunct to the customary English methods course. Noting National Council of Teachers of English studies indicating teachers feel their training to be most deficient in the area of teaching writing, the author delineates several current rhetorics of composition of value to teachers and argues for the need for prospective English teachers to explore such rhetorics and rhetorics through their own composing experiences. (Author/WR)

ED 083 643 CS 200 829

Steller, Arthur Wayne

A Study Determining and Contrasting Perceptions of School Superintendents with Perceptions of Managers of the Major News Media Regarding the Reporting of School News.

Pub Date 73

Note—367p.; Ph.D. Dissertation, Ohio University
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-19,065, MFilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Administrative Personnel, *Administrative Policy, Doctoral Theses, Journalism, Media Research, *News Media, *Press Opinion, Public Opinion, Public Relations, Public Schools, *School Community Relationship, *School Superintendents

This study explored the relationships between school superintendents and local managers of major news media and compared the various news managers in their relationships with the superintendents. Questionnaires on the reporting of school news were mailed to school superintendents, newspaper editors, radio station managers, and television station managers, with 150 questionnaires sent to each executive officer. An equal number were distributed among metropolitan, urban, and rural areas. The resulting data were analyzed in a number of ways, and it was concluded that (1) the responses were affected by the interaction of the factors of urbanization and position and (2) the perceptions of the participants differed substantially according to their position and according to whether they were from a metropolitan, urban, or rural area. (Author/TO)

ED 083 644 CS 200 845

Zielkowski, Theodore, Ed.
Hesse: A Collection of Critical Essays. Twentieth Century Views Series.

Pub Date 73

Note—184p.

Available from—Prentice-Hall, Inc., Publishers, Englewood Cliffs, N.J. 07632 (\$5.95 cloth, \$1.95 paper)

Document Not Available from EDRS.

Descriptors—Authors, Biographies, *German Literature, Higher Education, *Literary Criticism, Novels, Secondary Education, *Twentieth Century Literature

Identifiers—Hesse (Hermann)

One of a series of works aimed at presenting contemporary critical opinion on major authors, this collection contains essays by Thomas Mann, Andre Gide, Martin Buber, Ernst Robert Curtius, Oskar Seidlin, Hans Mayer, G. W. Field, Jeffrey Sammons, and the editor, Theodore Zielkowski—all dealing with the biography and literary work of Hermann Hesse. Designed for use by both literary critics and secondary and college teachers of English, this work would also be of value to undergraduate and graduate students of literature. Topics covered include Hesse's role in modern literature; his impact on the contemporary consciousness; his insight into the German character; his concern for the human spirit; his themes, techniques, and imagery; and the metaphysical anxiety underlying his works. A chronology of important dates in Hesse's life, a brief set of biographical notes on the contributors to this collection, and a 19-item selected bibliography of books, and chapters in books, on Hesse complete the volume. (DD)

ED 083 645 CS 200 916

Hunt, Todd

Reviewing for the Mass Media.

Pub Date 72

Note—190p.

Available from—Chilton Book Company, Chilton Way, Radnor, Pa. 19089 (\$7.95)

Document Not Available from EDRS.

Descriptors—Book Reviews, Broadcast Industry, *Communications, *Content Analysis, *Expository Writing, Films, *Journalism, Literature Reviews, *Mass Media, News Media, Newspapers, Opinions, Press Opinion, Telecommunication, Television, Television Viewing

Identifiers—*Mass Media Reviews

Covered in this handbook is the craft of reviewing from multiple points of view: the established critic on a metropolitan newspaper, a national magazine, or a television station; the newcomer who is trying to review all forms of entertainment for a small-town daily paper; the New York drama critic; and the freelance reviewer whose work appears in special interest publications. Each of the major subjects with which reviewers deal is analyzed: books, drama, films, television, opera, music, art, dance, food, restaurants, live entertainment, and recordings. The obligations of the reviewer to the medium he reviews for, to his audience, and to the creator whose work he is evaluating are discussed. Distinctions are drawn between the notice, the review, and the critical essay. The problems of audience, the critic's authority and probity, and whether the reviewer should adopt an authoritarian or an impressionistic approach to his subject are considered along with the importance of effective beginnings which reflect the critic's point of view and the equally important arguments

about how personal (original in reaction) the best reviews should be. (LL)

ED 083 646 CS 500 338

Kell, Carl L., Ed.

Career Opportunities and Speech Communication Conference Proceedings (Western Kentucky University, April 27, 1973).

Western Kentucky Univ., Bowling Green. Dept. of Speech and Theatre.

Pub Date 27 Apr 73

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Opportunities, Church Workers, Communication (Thought Transfer), Government Employees, Managerial Occupations, *Occupational Guidance, Public Relations, Sales Occupations, *Speech, *Speech Education, Teacher Employment, *Vocational Interests

This conference on career opportunities and speech communication centered on the question, "What speech communication competencies are desirable for prospective employees in retail sales, the ministry, government, public relations, teaching, service representation, corporate sales, and in business communication and middle management?" A practicing professional in each field represented the needs and aspirations of employers from these fields. Guidance and career counselors on all levels, it is concluded, must advise anyone seeking employment, especially in the fields noted, to participate in speech communication training in order to be fully prepared for any of those careers. (CH)

ED 083 647 CS 500 393

Wethered, Audrey

Movement and Drama in Therapy: The Therapeutic Use of Movement, Drama and Music.

Pub Date 73

Note—128p.

Available from—Plays, Inc., Publishers, 8 Arlington Street, Boston, Mass. 02116 (\$8.95)

Document Not Available from EDRS.

Descriptors—Communication (Thought Transfer), Drama, *Emotionally Disturbed, Emotional Maladjustment, *Human Relations, *Kinesthetic Methods, Kinesthetic Perception, Music Activities, Psychomotor Skills, Role Perception, *Theater Arts, *Therapy

Identifiers—*Drama Therapy

Basic principles in body movement, drama, and music therapy for the emotionally disturbed are explored in this text. Various approaches to therapy are illustrated by accounts of individuals and groups with whom the author has worked. A list of musical pieces, with notes on possible application in therapy, is also included. The book is designed to assist therapists, specialists in body movement, and individuals in related disciplines who wish to make greater constructive use of movement, drama, and music. (EE)

ED 083 648 CS 500 435

Vogel, Robert A.

Communication for Technologists: A Proposed Course.

Pub Date Nov 73

Note—21p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (59th, New York City, November 8-11, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, *Communication Skills, *Course Descriptions, Course Objectives, Higher Education, Industrial Education, *Speaking Activities, *Speech Education, *Vocational Education

This paper describes a course conducted at Purdue University, Lafayette, Indiana, during 1971-73 which was designed to fill the speech communication needs of vocationally oriented students or "technologists" preparing to work in Indiana industries. Most of the students had completed a basic speech course; thus the approach, behavioral objectives, and text materials sought to develop skills in the organization and adaptation of technical subject matter, to encourage skill in the use of verbal and visual support, and to develop comfortable physical and vocal delivery. (Covered are the tools of communication—audience adaptation and supporting material—and technical speaking—the operations presentation and the maintenance presentation.) (DS)

ED 083 649

CS 500 436

Klinzing, Dennis

Determining Audience Profile and Effectiveness of Publicity.

Pub Date Aug 73

Note—13p.; Paper presented at the Annual Meeting of the American Theatre Assn. (New York City, August 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitudes, *Audiences, Communications, *Dramatics, *Publicize, *Public Relations, *Theater Arts, Universities

Identifiers—*Audience Analysis, University of Delaware

This report of two audience analyses at the University of Delaware Theatre was prepared as a guide for other university theatres that may need an understanding of the people who attend their dramatic presentations. Such analyses can provide information about who is attending the theatre, how performances are evaluated, what influences audience attendance, the effectiveness of publicity, audience preferences, reaction to theatre innovations, and frequency of attendance. Questionnaires, distributed to audiences during intermissions, were the primary method of obtaining audience reaction. The results were computerized for ease of handling the mass of data. The data indicated that "word of mouth" was one of the most effective forms of advertising and that audiences prefer some musicals in a season of theatre performances. Other information also resulted. (The texts of the questionnaires are appended.) (CH)

ED 083 650

CS 500 437

Morrison, James L. Stoltz, Ronald F.

The Role of Oral Communication in the Community College for the Culturally Different.

Pub Date Jul 73

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication (Thought Transfer), *Communication Skills, *Community Colleges, *Cultural Differences, *Culturally Disadvantaged, Educational Change, Educational Mobility, Language Ability, *Oral Expression, Social Change, Social Mobility, Speech Skills

The American educational system has failed to recognize and respect the "native" oral communication skills of students from backgrounds culturally different from white, middle-class students' backgrounds. The culturally different students are not necessarily culturally disadvantaged. For example, black youths' "natural" oral expression is quite adequate within most black communities; it is only when such youths must interact with white culture that problems arise. Community colleges are in the unique position of being able to offer instruction in communication skills to culturally different students in both their own culturally determined language usage and in standard English usage. A bidialectal approach must be used. Recognition and application of this approach on the community college level offers promise of reversing the current, limited trends in speech communication education. (CH)

ED 083 651

CS 500 438

Bodaken, Edward M. Crawford, John E.

Attitude as an Information Processing Construct.

Pub Date 28 Apr 73

Note—6p.; Paper presented at the Annual Meeting of the International Communication Assn. (Montreal, Que., Canada, April 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitudes, *Behavioral Sciences, Concept Formation, Group Relations, *Information Processing, *Information Theory, Information Utilization, *Management, Research Needs

In an attempt to set up a heuristic model for the study of attitude formation and change, this paper takes into consideration man's cognitive-environmental interfaces and man's capacity to process information. By conceptualizing attitude, the authors anticipate that they will be able to offer a potential for solving attitude-behavior conflict. (DS)

ED 083 652

CS 500 439

Duncan, Daniel M.

Information Processing as a Central Concept of Management.

Pub Date May 73

Note—8p.; Paper presented at the Annual Meeting of the International Communication Assn. (Montreal, Que., Canada, April 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitudes, *Behavioral Sciences, Concept Formation, Field Studies, Group Relations, Information Needs, *Information Processing, Information Seeking, *Information Theory, Information Utilization, Leadership, *Management, Models, Organizations (Groups)

The method most organizations use in processing information to carry on their management goals are inadequate for the modern world. A convergence of theoretical and empirical work can create new ways of thinking about management. Four areas which can help to achieve better organizational procedures need concentrated study: new conceptual tools (for understanding organized complexity), more research work which enhances an understanding of the structure and process of organizations, a realization that an organization's information processing reflects its will for survival, and more extensive subject research based upon actual case studies. (CH)

ED 083 653

CS 500 440

Weaver, Robert M. Pence, James W., Jr.

Non-Debate Activities in High School Summer Speech Communication Institutes.

Pub Date Dec 72

Note—7p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication (Thought Transfer), *Inservice Teacher Education, Institutes (Training Programs), Secondary Education, *Speech, Speech Instruction, *Summer Institutes, Teacher Certification, Teacher Qualifications, *Teacher Workshops

A survey of high school speech teachers revealed that the average speech teacher in selected schools has nine or fewer hours of academic credit in speech, does not read speech journals, may belong to a speech organization, and has less than seven years of teaching experience. This evidence shows a need for teacher workshops and summer institutes that provide: methods for teaching various forms of communication such as interpersonal, small group, and public speaking; instruction in integrative concepts such as communication and persuasion theory and group processes; planned programs of speech study that can be integrated into English courses; and good classroom materials such as textbooks, exercises, and demonstrations. Teacher training programs which offer instruction in these areas have demonstrated high attendance, especially when scheduled during the school year. Such supplementary teacher training should raise the level of speech communication instruction in high schools around the country. (CH)

ED 083 654

CS 500 441

Tubbs, Stewart L.

Improving Strategies for Organizational Change.

Pub Date Nov 73

Note—11p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (59th, New York City, November 8-11, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication (Thought Transfer), *Employer Employee Relationship, Group Dynamics, *Industrial Relations, Intercommunication, Management Systems, *Operations Research, *Organizational Change, Organizational Climate, *Systems Approach

The "blue collar blues" and the "white collar woes" are plaguing business and industry, and the alienation of the American work force is manifest. Organizations are rapidly realizing that they must change or die. Recent work in organizational development has established a causal relationship between managerial communication effectiveness and organizational efficiency. As a result, scholars need to develop and refine the application of communication theory to the requirements of business and industry. Recent breakthroughs in organizational consulting are being made which need to be shared with the academic community, since these breakthroughs considerably modify the traditional role of the communication consultant. Important research of this nature is being conducted in the Department of Communication and Organizational Behavior

at the General Motors Institute, which is participating in a multi-faceted organizational development program in numerous General Motors facilities. The emphasis is on a general systems approach that stresses organizational development in addition to management training and development. The approach employs a survey feedback methodology. As traditional sources of financial support for basic research are diminishing, a greater emphasis on applied research should be stimulated by those businesses and agencies most in need of the information. (EE)

ED 083 655

CS 500 442

Davis, France A.

Black English: A Community Language.

Pub Date Nov 73

Note—12p.; Paper presented at the Annual Meeting of the Western Speech Communication Assn. (November 19-21, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*African American Studies, Biculturalism, *Communication (Thought Transfer), *Cross Cultural Studies, Cultural Interrelationships, Language Styles, *Language Usage, Negro Culture, *Negro Dialects, Negroes, Verbal Communication

Identifiers—*Afro American Communication

Black English, the particular variation of the English language used by many American Negroes, is frequently condemned as inferior to standard English by arbiters of language usage, but many Negroes find the structures and style of black English satisfactory for their communication needs. Black English is the result of a complex, developmental history, emerging from the primarily verbal intercommunication prevalent in the early culture of English-speaking Negroes. Because of its history and its usefulness, black English has earned a legitimate place in the American culture and educational system. The author argues that since black English is the usage most frequently practiced by the largest racial minority group in the United States and since it has a consistent linguistic structure, such language usage can no longer be ignored in academic studies of American language or in the curricula of American schools. (CH)

ED 083 656

CS 500 443

Brilhart, Barbara L.

Teaching Communication Skills in the Context of the World of Work: A Pilot Project.

Nebraska Univ., Omaha. Center for Urban Affairs.

Pub Date Oct 69

Note—93p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication Skills, Curriculum Design, Curriculum Guides, Junior High School Students, *Lower Class Students, Relevance (Education), Speech Curriculum, Surveys, *Vocational Counseling, *Vocational Development, Vocational Interests

Identifiers—*Project Indian Hill, Work Orientation

Contained in this report are: (1) survey of work-orientation theories and projects which both reviews the literature on the subject and describes innovative work-oriented curricula now being implemented; (2) an introduction to the goals and purposes of the Indian Hill Junior High School Job Club Project, a project which attempted to promote the vocational development of low income area students and to enhance their communication skills; (3) a description of the project, including an initial questionnaire, pre- and post-club data on the sample, and conclusions from the project; (4) comparisons of Indian Hill students' with 158 middle-class students' work orientation; (5) implications of the project; (6) guidelines for a ninth grade course in occupations, including behavioral objectives, course content, course activities, and evaluation and individual counseling; and (7) a 90-item bibliography. (DD)

ED 083 657

CS 500 444

Rosen, Marjorie

Popcorn Venus: Women, Movies & the American Dream.

Pub Date 73

Note—416p.

Available from—Coward, McCann & Geoghegan, Inc., 200 Madison Avenue, New York, NY 10016 (\$9.95)

Document Not Available from EDRS.

Descriptors—Acting, Audiovisual Communication, *Females, Feminism, Films, *Film Study, *History, Mass Media, Sex Discrimination, Sexuality, Social Attitudes, *Social Values, *Womens Studies

Identifiers—Film Industry, *Film Stars (Female)

The history of the film industry is in many ways a reflection of the thwarted emergence in society of feminism and full equal civil rights for women. Commercial films have traditionally relied upon the charm and sexual allure of actresses to assure economic success at the box office. Victorian mores heavily influenced the way women were treated in early films, and from the 1920s to the present the cinema has capitalized upon the public's wish to safely rebel from those values by presenting films which stress women's sexuality. In the 1920s the image of the flapper and the vamp dominated the screens. In the 1930s the brashly "wisecracking" blond woman typified by Jean Harlow emerged. With the coming of war, cinema's women became factory workers. The "strong woman" became the image of that day. The presentation of an idealized, exaggerated sexuality in women, typified by Marilyn Monroe and Brigitte Bardot, became popular in the 1950s and 1960s. The more current trend in film's treatment of women concentrates upon the quasi-liberated female typified by Jane Fonda and Glenda Jackson. Each period, however, is marked by a varied but superficial and sometimes demeaning depiction of women. (CH)

ED 083 658 CS 500 445

Meets, Milan D.

Editorial Advertising and the First Amendment.

Pub Date Nov 73

Note—15p; Paper presented at the Annual Meeting of the Speech Communication Assn. (59th, New York City, November 8-11, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Civil Liberties, Commercial Television, *Court Cases, Dissent, Federal Courts, Federal Legislation, *Freedom of Speech, *Mass Media, Newspapers, *Political Attitudes, Political Issues, Programming (Broadcast), *Publicize, Public Opinion, Television Viewing Identifiers—*Political Advertising

The fast-growing practice of buying paid "editorial advertisements" in the mass media by individuals and citizens groups wishing to express opinions on controversial issues, and the media by individuals and citizens groups wishing to express opinions on controversial issues, and the reluctance and refusal of some licensees and publishers to comply with these requests presents the courts with a dilemma. Is such "commercial advertising" protected by the provisions of the First Amendment? Actual case histories show that such commercial advertising is not protected by the Constitution and is regulated by broad government regulations. Rights that are well-defined demonstrate that allegedly libelous statements do not forfeit constitutional protection because they appear in the form of paid advertising; broadcasters are not required to sell time for editorial ads as long as they treat issues fairly; and the individual is restricted in his ability to express views directly to an audience, but he can advertise on municipal facilities such as buses and subways since the courts have forbidden public agencies to prohibit such advertising. (DS)

ED 083 659 CS 500 446

Hanneman, Gerhard J. McEwen, William J.

An Experimental Analysis of Reaction to Filmed

Drug Abuse Information. Drug Abuse Information

Research Project.

Connecticut Univ., Storrs. Communication

Research Program.

Spons Agency—National Science Foundation,

Washington, D.C.

Report No.—DAIR-R-8

Pub Date Jun 72

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Arousal Patterns, Attention,

Behavioral Science Research, *Drug Abuse,

*Drug Education, Information Dissemination,

*Information Theory, *Social Problems,

*Television Commercial

Identifiers—DAIR, Drug Abuse Information

Research Project

Message strategies relating to information

about social problems such as drug abuse have

been based on the assumption that exposure to

relevant information via mass media will result in

behavior modification. There is need, however,

for scientific inquiry into methods of information acquisition and perceptual response to information. A two-part study in Connecticut was designed to utilize objective and subjective measurements of viewer response to public service drug abuse commercials. The first experiment provided comparative evaluations of the qualities of five television commercials according to their potency, conventionality, realistic qualities, predictability, and informational values. In the second experiment, galvanic skin response measurements were used to determine message-generated attention as subjects were looking at one of the commercials; this was followed by posttest ratings. Results indicated that "hard sell" messages against drug abuse use (threatening, emotional, or disturbing approaches) appear to be most reliable for measurement of viewer perception regardless of the amount of attention generated during the actual viewing period. Attention arousal is important as a determinant of communication-generated behavior but is not necessarily related to the receiver's perceptual response and degree of persuasion. (RN)

ED 083 660 CS 500 447

Burt, John M.

Parliamentary Procedure as Law.

Pub Date Nov 73

Note—11p; Paper presented at the Annual Meeting of the Speech Communication Assn. (59th, New York City, Nov. 8-11, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication (Thought

Transfer), *Court Cases, *Court Role, *Laws,

*Parliamentary Procedures, *Standards

Two parliamentary authorities, Robert and

Sturgis, disagree on five issues of parliamentary

procedure: abstained votes, the motion to reconsider,

the number of votes afforded a presiding

officer, the requirements for a quorum, and the

authority of the presiding officer to create com-

mittees. These areas of disagreement may be

resolved by examining the precedents set in

specific cases where courts have applied the standard

provisions of parliamentary procedure to

parliamentary law. The Commission on American

Parliamentary Practices should research these

court decisions involving parliamentary law and

should relate them to common parliamentary

procedure. The Commission should communicate

its findings in terms that laymen will comprehend,

so that parliamentary procedure may be rendered

a consistent, comprehensible tool of the public.

(EE)

ED 083 661 CS 500 448

Schrievogel, Paul A. Prete, Anthony T.

Films in Depth.

Pub Date 70

Note—267p; Collection of 13 booklets

Available from—George A. Pfaffm, Publishers,

38 West 5th Street, Dayton, Ohio 45402

(\$6.95)

Document Not Available from EDRS.

Descriptors—*Audiovisual Communication,

Films, *Film Study, *Higher Education, Hu-

manities Instruction, Mass Media, Scripts,

*Secondary Grades, Teaching Methods,

*Visual Literacy

Bound in a slipcover rather than in signatures,

this "book" is made up of thirteen separately

bound booklets. The first booklet is an introduction

to the use of film in the classroom both in

teaching the filmic art and in increasing the visual

literacy of students on the high school and early

college levels. The twelve other booklets each

treat a different film as an illustration of au-

divisual communication. The titles of the films

analyzed are "An Occurrence at Owl Creek

Bridge," "No Reason to Stay," "Toys," "Over-

ture" and "Overture/Nyitany," "Flavio," "Sunday

Lark," "Night and Fog," "The Little Island," "

Time Piece," "A Stain on His Conscience," "

"Orange and Blue," and "The Language of

Faces." The distributor and rental cost for each

film is listed. (CH)

ED 083 662 CS 500 449

Rice, Susan, Comp.

Films Kids Like.

Center for Understanding Media, New York, N.

Y.

Pub Date 73

Note—150p; Published by the American Library

Association

Available from—American Library Assn., 50 East

Huron Street, Chicago, Illinois 60611 (\$4.95)

Document Not Available from EDRS.

Descriptors—Audiovisual Communication, *Elementary Grades, *Films, Film Study, Instructional Films, *Secondary Grades, Single Concept Films, Teaching Methods, *Visual Literacy

Identifiers—Childrens Films, *Film Lists

This book is a selected annotated list of 299 short films that have been tested for their appeal to children 3-12 and for their pedagogical qualities. Each entry contains a description of the film and a brief note suggesting the application of the film in the classroom. The main entry section is introduced with a discussion of how a children's film theatre is set up. The book is illustrated by "stills" from the films and photographs of children's typical post-screening activities. A list of addresses of film distributors concludes the work. The film list is the result of the work of the Children's Film Theater of the Center for Understanding Media in New York City. (CH)

EA

ED 083 663 EA 005 321

Gerst, Arthur Trent, James W.

An Analytical Review of Longitudinal and Related

Studies as They Apply to the Educational

Process. Preliminary Report, Volume I.

California Univ., Los Angeles. Center for the

Study of Evaluation.

Spons Agency—National Center for Educational

Statistics (DHEW/OE), Washington, D.C.

Pub Date [72]

Note—90p; Related documents are EA 005 322

through 325

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Development, Curriculum

Evaluation, Educational Planning, Educational

Policy, *Educational Research, *Evaluation

Methods, Followup Studies, Higher Education,

*Longitudinal Studies, *Models, Program

Evaluation, Research Reviews (Publications),

School Environment, Student College Relation-

ship, *Student Development

This document is the first volume in a 5-part

series that reports the results of a project un-

dertaken to critically review and analyze major

longitudinal studies of child and student develop-

ment. These studies were conducted to discover

the variables, techniques, methodologies, and

problems pertinent to evaluative studies of the ef-

fects of schools and colleges on the growth and

development of children and young adults. It was

anticipated that study results would provide

guidelines for the future research needed to

enhance educational program planning, imple-

mentation, and evaluation. This volume

represents a preliminary summary type review of

some of the relevant issues suggested by the

research; outlines a beginning framework and set

of criteria for the analysis, synthesis, and evalua-

tion of the longitudinal studies examined;

presents the specifications of one of four models

being developed as a framework for the synthesis

of the findings; and examines the initial implica-

tions of the review for the further efforts of the

project and related research. (Page 48 missing)

(Author/DN)

ED 083 664 EA 005 372

Coppock, Nan

School Security. Educational Management Review

Series Number 23.

Oregon Univ., Eugene. ERIC Clearinghouse on

Educational Management.

Spons Agency—National Inst. of Education (D-

HEW), Washington, D.C.

Pub Date Oct 73

Contract—OEC-0-8-080353-3514

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Involvement, Crime,

*Educational Administration, *Literature

Reviews, Prevention, *School Safety, *School

Vandalism, *Security, Stealing, Student Par-

ticipation, Technology, Vandalism, Violence

School security encompasses a larger area than

it did a decade ago. Whereas it used to imply the

need to provide a safe educational environment

for students, it now connotes the protection of all

school personnel, facilities, and equipment.

Moreover, the concern in school security has

moved from accidental to deliberate losses. The

single greatest problem is crime—crimes against

people and crimes against property. This review discusses the development of an adequate school security program: identifying security problems, selecting a security director, establishing policies, and instituting preventive measures. Types of prevention covered are manufactured devices, guard personnel, and student and community volunteers. (Author)

ED 083 665

EA 005 373

Baas, Alan M.

The Educator and the Architect. Educational Facilities Review Series Number 21.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Nov 73

Contract—OEC-0-8-080353-3514

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Personnel, Administrator Role, *Architects, Architectural Programming, *Construction Programs, Consultants, Educational Facilities, Elementary Schools, *Interprofessional Relationship, *Literature Reviews, Planning (Facilities), School Construction, Secondary Schools

The increasing complexity of school building requirements makes it important that educators clearly understand the nature of their role in the school planning process. This review surveys 21 documents and journal articles previously announced in RIE and CUE that discuss the educator's role as it relates to the selection and duties of the architect. Also included are descriptions of the building program -- the written means of giving the architect the kinds of information he needs to begin designing for the new facility. Not included in this review are those aspects of the educator's role that pertain more generally to management of the entire building project -- e.g., various project delivery systems from which the educator may select any one of several alternatives. One such alternative, construction management, is surveyed in a preceding review in this series (see EA 005 142). (Author)

ED 083 666

EA 005 402

Baas, Alan M.

Joint Occupancy. Educational Facilities Review Series Number 22.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Dec 73

Contract—OEC-0-8-080353-3514

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, Consortia, Construction Costs, *Cost Effectiveness, *Educational Facilities, Elementary Schools, Higher Education, *Literature Reviews, School Construction, Secondary Schools, *Shared Services, Space Utilization, *Urban Schools

Identifiers—*Joint Occupancy, Shared Facilities

The concept of joint occupancy (also known as shared facilities or multiple-use buildings) involves combining schools with apartment dwellings, commercial space, or community services and offices. Many leading educators and economists recommend this approach as a solution to both public and private urban school needs. Surveyed in this review are 13 documents and journal articles previously cited in RIE, ERIC's monthly abstract catalogs, dealing with methods of planning, financing, and constructing joint occupancy facilities for all educational levels. (Author)

ED 083 667

EA 005 403

Baas, Alan M.

Community Schools. Educational Management Review Series Number 24.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Dec 73

Contract—OEC-0-8-080353-3514

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education Programs, *Community Education, Community Involvement, Community Programs, *Community Schools, Educational Administration, Federal Aid,

Government Role, *Literature Reviews, Neighborhood Schools, Personnel Needs, *Program Development, School Community Programs, School Community Relationship

Identifiers—Experiential Learning

This review surveys documents and journal articles previously announced in RIE, ERIC's monthly abstract catalogs, dealing with the growth of community schools. The community school is perceived to be the vehicle for the larger concept of community education -- a philosophy of education and society that radically changes the role of the public school in the community. The literature views the community school to be an educational, recreational, and cultural neighborhood center where adults and young people alike may use its facilities or join its programs, and where all members of the community could be involved in its decisionmaking processes. Included are discussions of the concept, the implementation methods, and the personnel of the community school. (Author)

ED 083 668

EA 005 481

Planning for a Change; A Resource Catalogue. A Report.

Center for New Schools, Inc., Chicago, Ill.

Spons Agency—Illinois State Office of the Superintendent of Public Instruction, Springfield.

Pub Date Feb 73

Note—106p.

Available from—Center for New Schools, 431 South Dearborn Street, Suite 1527, Chicago, Illinois 60605 (\$2.25)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Annotated Bibliographies, Career Education, *Educational Change, *Educational Planning, Equal Education, Evaluation, Futures (of Society), Humanization, Individualized Instruction, Open Education, *Resource Materials, *School Community Cooperation

Identifiers—*Educational Alternatives

This 293-item catalog lists selected entries that should be useful to planning groups and others interested in establishing new school programs. It is concerned with what is considered a crucial step in the planning process--searching for alternatives. Past experience with school-community planning efforts has shown that, in the search for alternatives, ideas and resources that exist within the group or the community, other school programs attempting new approaches, and a variety of written and visual materials about new educational ideas and programs are most helpful. This volume is a tool for assisting a planning group in using the last mentioned source of ideas. Cited are books, articles, pamphlets, films, and television videotapes that describe and analyze various types of new learning programs. The items are arranged under the topical headings: (1) Education Today--What's Wrong with It; (2) Education and the Future; (3) What Needs To Be Changed To Change Schools; (4) Equal Educational Opportunity; (5) Evaluating New Learning Programs; and (6) Additional Sources for Planning Groups. Two indexes provide a film index and the addresses of publishers and distributors. The publisher or distributor of each entry is listed in each reference. Materials relevant to equal educational opportunity, career education, individualized instruction, and evaluation are marked appropriately. (Author/EA)

ED 083 669

EA 005 482

Mortimore, David E. And Others

The Emergence and Development of a Radically Innovative Junior High School Program.

Oregon Association for Supervision and Curriculum Development, Salem.

Report No.—Vol 27 No 319

Pub Date Oct 73

Note—42p.

Available from—Oregon Association for Supervision and Curriculum Development, P.O. Box 421, Salem, Oregon 97308 (\$1.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Development, Educational Change, Educational Environment, Educational Experiments, *Educational Innovation, Instructional Improvement, *Junior High Schools, Language Arts, Nongraded System, *Program Descriptions, Program Evaluation, Program Planning, School Registration, *Student Participation, Ungraded Schools

Identifiers—Eugene, House Organization, Oregon, *Roosevelt Junior High School

In September, 1969, a radically innovative program for middle school children was undertaken at Theodore Roosevelt Junior High School, one of eight junior high schools in School District 4J, Eugene, Oregon. Because the Roosevelt program is one that goes far beyond the usual idea of innovation, it is anticipated that this program description will be useful in providing incentives for educators to pursue new concepts in curriculum construction and program planning. This analysis was limited to the initial three years of the program development and to its first year of operation, 1969-1970. First, some background information about the program is presented. Then, the authors discuss the development of the program--detailing both the formal and informal actions which led to the program inception--and describe the initial summer workshop. The presentation next covers the implementation of the program, the first year of operation, problems encountered and solutions formulated, and analyses of actual student choices. Following these analyses are an evaluation of the first year, some conclusions reached in the second workshop, examples of student and parent reactions, and a discussion of the direction for the second year. A summary and an overview of the program after the first year conclude the publication. A short bibliography is included. (Author/EA)

ED 083 670

EA 005 505

Ward, Delbert B.

Schools in Kansas with Tornado Protection. Shawnee Mission Public Schools--District No. 512.

Defense Civil Preparedness Agency (DOD), Battle Creek, Mich.

Report No.—DCPA-TR-79

Pub Date Jul 73

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Civil Defense, *Climatic Factors, Design Needs, *Facility Requirements, Geographic Location, *Radiation Effects, Safety, *School Design, *School Safety

Identifiers—*Tornado Protection

Kansas and nearby Missouri are among the half-dozen states in America having the greatest frequency of tornadoes of any region in the world. This booklet describes a districtwide approach of designing and constructing tornado-resistant shelters as integrated parts of the school facilities. The design criteria for tornado protection also resulted in fallout radiation protection. The technical data for, drawings, and photographs of 18 schools are included. (Photographs and some floor plan sketches may reproduce poorly.) (Author/MLF)

ED 083 671

EA 005 506

Career Cluster Facilities Guide.

Oregon State Board of Education, Salem.

Pub Date 73

Note—59p.

Available from—Oregon State Department of Education, 942 Lancaster Drive, N.E., Salem, Oregon 97310 (\$4.00, advance payment requested)

Document Not Available from EDRS.

Descriptors—*Career Education, Comprehensive High Schools, *Curriculum Development, *Facility Guidelines, *Planning (Facilities), School Improvement, *Space Classification

Identifiers—*Cluster Facilities

Instructional programs in Oregon are being rebuilt around a career cluster concept in which preparation for a career becomes a primary objective of education. This guide is intended to supply information that will help administrators, school boards, teachers, and architects with facilities planning--whether it is a matter of adapting existing space or one of planning new buildings. Four chapters provide information relative to career education needs and the cluster concept, some ideas about the physical environment necessary to cluster development, cluster designs for the specific career occupation clusters, and how to plan for career education. The presentation is generously interspersed with graphics indicating spatial relationships. (Author/MLF)

ED 083 672

EA 005 508

Dibner, David R.

You and Your Architect.

American Inst. of Architects, Washington, D.C.

Pub Date Aug 73

Note—16p.; A related document is ED 025 100

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Architects, Architectural Character, *Building Design, Construction Management, *Construction Programs, *Contracts, Design Needs, Occupational Information, *Professional Services, Responsibility, School Planning, Specifications

This booklet was conceived and developed in response to the many questions asked of the AIA about architects and architecture by those contemplating a construction project. Questions answered concern reasons for retaining an architect, selection of an architect, methods of paying an architect, client responsibility, the building design process, contractor selection, and the architect's role during construction. (Author/MLF)

ED 083 673

EA 005 509

Puckett, Myron L.

Innovations in Secondary Education: A Description of Five Programs. A Status Paper.

Pub Date Aug 73

Note—45p; A status report for International Management Training for Educational Change (IMTEC)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Alternative Schools, Community Involvement, Comprehensive High Schools, Curriculum Design, *Educational Change, *Educational Innovation, Educational Objectives, Educational Problems, *Educational Programs, Equal Education, Humanization, Relevance (Education), *Secondary Education Identifiers—Advancement School, Alternate Learning Program, Calico Intercultural Design, IMTEC, Internat'l Mgt Training for Educational Change, Parkway Program

Certain issues are cited as the most difficult in secondary education. These include the failure to provide equal educational opportunity; the establishment of school programs that are thought to be irrelevant or that treat student populations as homogeneous entities; unyielding bureaucracies; and a lack of opportunity for parent, student, and community participation. Five exemplary innovative approaches in secondary education are chosen to match each of these issues (although all schools are comprehensively designed to serve multiple purposes). These schools include the Calico Intercultural Design, established to insure equality of educational opportunity for Spanish-speaking youngsters; the Philadelphia Parkway Program that stresses curricular activities with relevancy to a student's interests; the Alternate Learning Program of Providence, Rhode Island, which treats each high school student as a unique human being; the Advancement School in Winston-Salem, North Carolina, geared to the treatment of youngsters with special problems rather than to an interest in its own survival; and a Joint Committee on Educational Goals and Evaluation, established by California legislation which is concerned with the establishment of a mechanism through which student, parent, and community participation in educational goal setting will be assured. (Author/WM)

ED 083 674

EA 005 510

Cost and Energy Savings Opportunities with Heating, Air Conditioning and Lighting Systems in Schools.

Electric Energy Association, New York, N.Y.

Pub Date 73

Note—12p.

Available from—Electric Energy Association, 90 Park Avenue, New York, New York 10016 (Single copies free, multiple copies \$.65 each)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Air Conditioning, Check Lists, Conservation (Concept), *Cost Effectiveness, Educational Facilities, *Energy, *Heating, *Lighting, School Improvement

Great potential exists for saving energy and operating costs with a wide variety of heat conservation systems. Two major electric services—space conditioning and lighting—afford cost and energy savings opportunities. These services are detailed in checklist fashion in this brochure, with the suggestions included under space conditioning generally applicable to all type of systems—electric, gas, or oil. Electric space conditioning and lighting concepts are reviewed, with discussions being pertinent to new construction and modernization activities. (Photographs may reproduce poorly.) (Author/MLF)

ED 083 675

EA 005 511

Kaufman, Herbert Couzens, Michael

Administrative Feedback: Monitoring Subordinates' Behavior.

Brookings Institution, Washington, D.C.

Pub Date 73

Note—83p.

Available from—The Brookings Institution, 1775 Massachusetts Avenue, N.W., Washington, DC 20036 (\$2.50)

Document Not Available from EDRS.

Descriptors—Administrative Agencies, *Administrative Personnel, Behavior, *Bureaucracy, Communication Problems, *Employee Attitudes, Evaluation, Federal Programs, *Feedback, Information Networks, Information Utilization, *Intercommunication, Leadership Responsibility, Research

Identifiers—*Administrative Feedback

This book reports on a study of administrative feedback from subordinates to leaders in nine federal bureaus. It describes the processes by which information about subordinates flows back to headquarters and assesses that information in an effort to find out whether leaders could, if they want to, learn what happens below. The findings indicate that increasing the volume of administrative feedback is unlikely to increase the leaders' knowledge of subordinate behavior; indeed, it may cause troublesome problems. To improve knowledge, the most promising remedies are those that would increase leaders' incentives to use what is already available to them. The result could be a significant redistribution of power in bureaucracies. (Author)

ED 083 676

EA 005 512

Olds, Robert

Self-Evaluation for Teachers and Administrators.

School Management Inst., Inc., Worthington, Ohio.

Pub Date 73

Note—64p.

Available from—School Management Institute, 6800 High Street, Worthington, Ohio 43085 (\$5.00)

Document Not Available from EDRS.

Descriptors—*Administrator Evaluation, Educational Accountability, Evaluation, Evaluation Methods, *Evaluation Techniques, Feedback, *Individual Development, Participant Involvement, Performance Criteria, *Self Evaluation, *Teacher Evaluation

Identifiers—Competency, SAI, *Self Appraisal Instrument

Performance evaluation involves at least 50 percent self-evaluation. Therefore, the success of an evaluation plan, if it is honestly aimed at performance improvement, depends more on self-involvement and self-evaluation than on any other factor. This book describes in detail methods of self-evaluation in the setting of performance objectives, the monitoring of performance data and data-producing activities, conducting the self-evaluation, and participating with the evaluator in "progress conferences." It discusses the development and analysis of performance data, and it reviews recent pilot programs in monitoring techniques. Instructions are given for the development of a tested personalized self-evaluation instrument that the individual can use in connection with a performance evaluation plan or for a personal plan of self-development. (Author)

ED 083 677

EA 005 513

Simon, Kenneth A. Grant, W. Vance

Digest of Educational Statistics, 1972 Edition.

National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Bureau No—DHEW-OE-73-11103

Pub Date 73

Note—178p; A related document is ED 066 833

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock Number 1780-01139, \$2.35 or \$2.00 GPO Bookstore)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Achievement, Degrees (Titles), Dropout Rate, Educational Facilities, *Elementary Education, Employment Statistics, Enrollment, Expenditures, Graduates, *Higher Education, Income, Libraries, Public Television, School Districts, School Holding Power, *Secondary Education, *Statistical Data, Teachers

The 11th in a series of annual publications, this document provides an abstract of statistical information covering American education from kindergarten through graduate school. Subjects on which statistics are provided include the number of schools and colleges; and information on enrollments, teachers, graduates, educational attainment, finances, federal funds for education, libraries, international education, and research and development. The digest is divided according to (1) all levels of education, (2) elementary and secondary education, (3) higher education, (4) federal programs for education and related activities, and (5) selected statistics related to education in the United States. Innovations include statistics on enrollment and educational attainment from the 1970 Census of Population; trend data on enrollment in high school subjects; teaching and research staff in institutions of higher education, by academic field; expanded coverage of gifts and grants to colleges and universities; employment of recent college graduates; public television stations by type of programming and license; and summary data from the National Assessment of Educational Progress in writing, citizenship, science, reading, and literature. (Author)

ED 083 678

EA 005 514

Delahanty, Joseph F. And Others

Pupil Transportation Safety Program Plan.

Department of Transportation, Washington, D.C. National Highway Safety Bureau.

Bureau No—DOT-HS-820-267

Pub Date May 73

Note—45p; A School Bus Task Force publication

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock Number 5003-00120, \$7.75 postpaid or \$5.00 GPO Bookstore)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Accident Prevention, Driver Education, Elementary Schools, *Equipment Standards, Safety Equipment, *School Buses, Secondary Schools, *Statistical Analysis, *Student Transportation, *Traffic Accidents, Traffic Safety

Identifiers—*Safety Programs

This study has been undertaken to assess the magnitude of the school bus safety problem and to develop a plan to improve pupil transportation safety. The resulting report provides estimates of school bus population and daily usage, gives an account of injuries and fatalities that occur annually, and compares the safety records of school buses to passenger cars. Also provided is an analysis of the school bus vehicle, which reveals that three aspects of school bus design and construction are in need of improvement. These improvement needs are in the vehicle brakes, the structural integrity of the vehicle, and the seats. The operational aspect of State safety programs for pupil transportation including the driver, his training, the program administration, uniform State laws, and the use of buses for extracurricular activities are also reviewed. A series of recommendations concludes the report. (Author/MLF)

ED 083 679

EA 005 515

Budzik, Jerome M.

Building a Positive School Image.

Pub Date 73

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Development, *Public Relations, *School Community Relationship, *School Environment, *Success Factors

Good public relations can be achieved through positive contingencies and reinforcers. An administration and staff that stresses students' success will often make an enormous difference in the atmosphere of a school as well as in the pride of the students and the community in their school. (Author)

ED 083 680

EA 005 516

Brittingham, Barbara Wolvek, Joseph

The Iowa State Department of Public Instruction Role Perception Study.

Iowa State Dept. of Public Instruction, Des Moines, Div. of Planning, Research, and Evaluation.

Pub Date Sep 73

Note—148p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Activities, *Administrator Attitudes, Attitudes, Attitude Tests, Program Evaluation, Questionnaires, *Role Perception, *State Departments of Education, State Programs, State School District Relationship, *State Surveys, Statistical Data

This paper reports on a study conducted during the 1972-73 school year. The study aimed at providing facts, empirical evidence, feedback, and other forms of information to aid administrators and the professional staff in a self-assessment directed to the continued improvement of the Department's leadership potential. Although the study results exist on three levels of specificity, this report represents only the summary portion of study findings. The populations sampled consisted of public school, area school, county unit, and DPI personnel. An analysis of pretest sample returns indicate in part that, in general, teachers and school board members were too little informed about the DPI to comment about their attitudes toward it, their perceptions of functions in which the DPI is engaged, or their desires for activities in which the DPI should engage. A positive general attitude toward the DPI was evidenced by superintendents, principals, administrators, and student service personnel in school districts, county units, and area schools, as well as by the professional staff of the DPI; and a positive correlation was found to exist between the overall attitude displayed by respondents in both their desire for and their perception of DPI involvement in activities denoted by items in the instrument. (Author/DN)

ED 083 681 EA 005 518

Sullivan, Arthur F.
Program Budgeting: A Proposed Outline of Plans and Procedures.

Worcester Public Schools, Mass.
Pub Date Sep 72
Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Program Budgeting, *Program Planning, *Public School Systems
Identifiers—Massachusetts, Worcester

A program budget is an alternative to the traditional line-item budget. Such a budget would interpret the expenditures of the school system in terms of the programs the school system provides rather than in terms of the resources it utilizes. This report outlines a structure for such a Program Budget System (PBS) in the Worcester, Massachusetts, Public Schools. The outline describes the program budget structure, identifies the individual programs, discusses development of the program coding system, and provides designs for budget reporting forms. (Page 34 may reproduce poorly.) (JF)

ED 083 682 EA 005 519

Sullivan, Arthur F.
A Proposed Plan for Establishing a Cost Reduction Program and Monitoring System for the Worcester Public Schools.

Worcester Public Schools, Mass.
Pub Date 19 Jul 73
Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Budgeting, *Cost Effectiveness, Costs, *Educational Finance, Educational Planning, Information Systems, Management Information Systems, *Program Descriptions, Program Proposals, *School Systems, *Systems Approach
Identifiers—*Cost Reduction Programs, Worcester Public Schools

This report recommends the formal organization of a cost reduction program for a school system, outlines a structure, and suggests some techniques for implementation. It defines a cost reduction program as a formal, systematic effort of major status designed by an organization to keep its operating costs at a minimum, while providing predetermined quality products and services. It suggests that such a program is valuable to management even if costs are not excessive and individual organizational units observe normal concern in controlling expenditures. The report considers the purposes and functions of a cost reduction program and the responsibility for and the methods of program implementation. It details the structure of the program committee and explains the program's monitoring and reporting systems. The document also considers some specific techniques with cost reduction implications for school systems, and provides a

manual of regulations for cost reduction and estimated costs and a time schedule for program implementation. (Author/DN)

ED 083 683 EA 005 520

A Proposed System of "Project Management" for Study Items.

Worcester Public Schools, Mass.
Pub Date 24 Apr 73
Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Performance Specifications, *Program Administration, Program Coordination, *Program Development, *Program Evaluation, Program Improvement, *Program Planning, Public Schools, Systems Approach
Identifiers—Massachusetts, *Worcester

The purposes of the proposed system are to provide a standard operating procedure for a systematic and effective handling of project-type study items as differentiated from informational-type items; to assign definite singular responsibility for projects; to suggest specific sequential steps to be taken in the preparation of the project report; and to ensure that all divisions of the school system and all appropriate knowledgeable people are involved in the planning stages of the project. Four phases constitute the proposed procedure: need, design, implementation, and evaluation. (Author/WM)

ED 083 684 EA 005 521

Bieber, Fred, Comp. Peterson, Raymond E., Comp.

The Identification and Development of Administrative Competencies. Proceedings of a Seminar. (Tempe, Arizona, January 16-18, 1973.)

Arizona State Univ., Tempe. Coll. of Education.
Pub Date Jan 73

Note—171p.; A related document is EA 005 564; 73 Administrative Competencies Seminar, Proceedings, January 16, 17, 18, 1973, Tempe, Arizona

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Administrative Personnel, *Administrator Education, Administrator Evaluation, *Administrator Responsibility, Administrator Role, Higher Education, Leadership Styles, Management, Performance Criteria, Public School Systems, Skill Analysis, Standards
Identifiers—*Competency

The primary purpose of the seminar was to identify those competencies that now, and in the foreseeable future, must be acquired and utilized by educational administrators to facilitate attainment of higher levels of institutional effectiveness in meeting the demands of society and the educational needs of people. The seminar was intended as a prelude to realistic modification of preservice and inservice preparation programs for school administrators. Among its immediate objectives was the aim to establish a psychologically and sociologically sound foundation for the definition of administrator competencies and for a process whereby individuals can assess the extent and quality of their own competencies. It attempted to establish a training process for the acquisition of those competencies based on the identification of diverse and innovative learning experiences, and to develop plans for participatory inservice programs, with a commitment to their implementation. (Mimeographed pages may reproduce poorly.) (Author/WM)

ED 083 685 EA 005 522

Bremer, John

On Educational Change.

National Association of Elementary School Principals, Washington, D.C.
Pub Date 73

Note—32p.

Available from—National Association of Elementary School Principals, 1801 North Moore Street, Arlington, Virginia 22209 (Stock Number 181-05612, \$3.75)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Alternative Schools, Community Responsibility, Curriculum Design, *Educational Change, Educational Development, *Educational Philosophy, *Educational Theories, Educational Trends, *Futures (of Society), Humanization, *Relevance (Education), School Community Relationship, School Organization, Social Change

An educational reformer describes his views and his mode of analysis in his quest to deal with educational change. He suggests that, to survive in educational and political change, it is necessary to have what may be thought of as a map of the territory, together with some notion of the desirable directions and the available paths. He links the discussion of educational change to past, present, and future changes in society as a whole. He considers the historical basis underlying the present educational structure and considers directions in which that structure has been moving. The author suggests that the educational matrix—the structure supportive of learning—consists of time, space, subject matter, and social and administrative organization. He describes each of these elements and then classifies current educational alternatives in terms of the variations they make in one or more of the four elements of the matrix. The document concludes by examining what the patterns of education will be in the future and what the relationship between society and the schools will be. (Author/DN)

ED 083 686 EA 005 523

Day, C. William, Ed. And Others
School Housekeeping: A Guide for the Modern Custodian.

Tennessee Univ., Knoxville. School Planning Lab.
Pub Date 70
Note—106p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Cleaning, *Custodian Training, Educational Facilities, *Equipment Maintenance, Equipment Storage, *Occupational Information, Sanitary Facilities, Sanitation, Scheduling, *School Maintenance

The new school plants contain a great variety of materials and equipment that require a generally higher level of custodial competence. This manual was prepared as a reference guide primarily for custodians. The significant tenets of proper cleaning, cleaning materials, and suggested time schedules form important aspects of the document. (Author)

ED 083 687 EA 005 524

Trotter, Charles E., Jr. Trautman, Paul
State Education Agency Facility Planning Services. Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.

Pub Date 70

Note—53p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Case Studies, *Models, *Organization, *Personnel Needs, *Planning (Facilities), *State Departments of Education, State Legislation

The authors investigated the development of a model for a State education agency facilities planning unit, which would be adaptable to a variety of situations in the various States. The effort focused on (1) the services to be provided, (2) the internal organizational pattern, and (3) the internal staffing pattern. Attention was also given to the legislative authorization providing for such State facilities planning units. The first phase of the study involved a review of the literature pertaining to the services provided by State education agency facilities planning units as well as the literature pertaining to theories and principles of organizational patterns. Case studies of facilities planning units in the States of California, Florida, Minnesota, North Carolina, and Washington provided another source of information. A preliminary model for a State education agency facilities planning unit was then constructed and presented for refinement and approval to a jury of State educational facilities planners. The model provides for both regulatory and leadership services, but emphasizes leadership services. It also includes organization and staffing patterns, based on a functional division of work of recommended services. (Author/MLF)

ED 083 688 EA 005 525

Foster, Betty J.

Statistics of Public Elementary and Secondary Day Schools, Fall 1972: Pupils, Instructional and Noninstructional Staff, Expenditures and Salaries.

National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Bureau No—DHEW-OE-73-11402

Pub Date 73

Note—42p.; A related document is ED 075 958

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$7.55 postpaid or \$5.00 GPO Book-store)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Double Sessions, Elementary Schools, Expenditure Per Student, *Expenditures, High School Graduates, National Surveys, *Public Schools, Questionnaires, School Districts, *School Statistics, Secondary Schools, *Student Enrollment, Student Teacher Ratio, Tables (Data), *Teachers, Teacher Salaries, Urban Areas

For the 19th consecutive year the U.S. Office of Education, assisted by education officials from the 50 States, the District of Columbia, and the outlying areas of the United States, has conducted a fall survey of public elementary and secondary day schools. Included are national trend data since fall 1968 on selected items of information. Data are collected on the numbers of pupils, high school graduates, and pupils on curtailed sessions due mainly to shortage of classroom space or instructional staff. This survey was expanded to include total instructional and non-instructional staff and classroom teachers, and estimated average daily attendance and average daily membership. To the extent available, data are shown for each State and the District of Columbia, and also for five outlying areas: American Samoa, Canal Zone, Guam, Puerto Rico, and the Virgin Islands. Also provided is information on the school systems located in the 20 largest cities that ranked highest in total population according to the 1970 census. Statistics for the outlying areas are shown separately and are not included in the national totals. National and State totals for fall 1971 are provided for comparison purposes. Data were furnished by State education agencies on two report forms, samples of which are appended. (Pages 18 and 19 may reproduce poorly.) (Author)

ED 083 689 EA 005 526 Manual of Regulations and Recommendations for School Building Planning and Construction.

Revised.
Idaho State Dept. of Education, Boise.

Pub Date Mar 68

Note—110p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Air Conditioning, Building Materials, Electrical Systems, Heating, *Planning (Facilities), Sanitary Facilities, *School Buildings, *School Construction, *Specifications, Ventilation, Waste Disposal, Water Resources

Identifiers—*Idaho

The revision of this manual has as its purpose the necessary changes brought about by new building methods, changes in concepts of heating and lighting, new methods of instruction, and general modernization of all phases of education. The manual is intended to be useful to all those involved in the construction of school buildings from those who do the original planning to those who complete the final details of construction. The manual offers recommendations and suggestions as well as statutory provisions and State board regulations regarding school building construction. Mandatory regulations are designated by the word "small" and are underlined. Each paragraph has been numbered for reference purposes and for easy identification. (Author/MLF)

ED 083 690 EA 005 527 Five Open Plan High Schools. A Report.

Educational Facilities Labs., Inc., New York, N.Y.

Pub Date 73

Note—53p.

Available from—Educational Facilities Laboratories, Inc., 477 Madison Avenue, New York, NY 10022 (\$3.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classroom Furniture, Construction Costs, Counseling, Curriculum Development, *Educational Innovation, Educational Philosophy, *High Schools, *Inservice Teacher Education, *Open Education, *Open Plan Schools, School Community Relationship, School Environment, Student Responsibility

To assist administrators in determining what they may need for their own districts, examples are offered of five high schools that operate open curriculums in open spaces. Photographs and floor plans illustrate each school's design, and the

text relates the history of the educational program and community response to the open curriculum and open spaces. A separate section emphasizes the importance of retraining high school teachers in the use of open plan learning facilities and describes a program operated by the District of Columbia Public Schools for training those teachers entering open plan elementary schools. (Author/MLF)

ED 083 691 EA 005 528 Higgins, K. Ronald Conrad, M. J. A Data System for Comprehensive Planning in Education.

Council of Educational Facility Planners, Columbus, Ohio.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 73

Note—110p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Computer Oriented Programs, *Data Bases, Educational Needs, *Educational Planning, *Information Sources, Information Storage, Information Systems, *Management Information Systems, Management Systems, Models, Program Evaluation

Identifiers—*SIMU School

The report addresses itself to a basic need for educational planning—a data base for comprehensive planning—and documents the development of a planning information system at the completion of the third stage in a proposed 15-stage process. As such, the report is only in its initial phases of development. However, it is being disseminated on a limited basis in order to inform educational planners about the nature of this particular task and to solicit comments and criticisms from readers as part of its evaluation. The document defines comprehensive educational planning; presents a planning model; describes a planning information system for a local educational agency; and discusses its various components, including the base data system, data trees, and data reports. It then presents detailed illustrations of the use of the data system in obtaining a raw profile, an algorithmic profile, policy/environmental conditions, and projected alternate states. The document concludes with a description of preliminary field testing of the model. (Author/DN)

ED 083 692 88 EA 005 529

Foster, Donald M. Foster, Rick

A Career Development Center: A Model for School Employee Development.

Santa Clara County Office of Education, San Jose, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—SIMU-RR-10

Bureau No—BR-72-8111

Pub Date Aug 73

Grant—OEG-9-72-0063(290)

Note—31p.; Related documents are EA 005 356 and 357

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Continuous Learning, *Educational Planning, *Facility Utilization Research, Job Development, *Models, *Nonprofessional Personnel, Occupational Mobility, *Planning (Facilities), School Personnel, *Vocational Development, Vocational Training Centers

Identifiers—Career Development, Elementary Secondary Education Act Title III, ESEA Title III, Facility Utilization, *SIMU School

The approach of the present project is to consider educational planning as an integrated process in which the facility becomes an integral part of the evolving education program and the teaching-learning situation. The products or output of the project, therefore, are directed toward the total process of educational planning and the procedures and methodologies which comprise it. In this paper, the authors present the point of view that in the future, the nonteaching personnel in the public schools should be encouraged to participate in learning activities using resources already available within the school plant. The participation of such personnel is seen as part of a program of career development involving lifelong learning, job upgrading, and career mobility. The authors also present a Career Development Model and describe a Career Development System which can, it is believed, provide more satisfied and productive workers (though perhaps fewer in number) and assure greater utilization of school facilities. Implications for facility planning

are explored, with emphasis on a specific element of the Career Development Model: the Career Development Learning Center. (Author)

ED 083 693 EA 005 530 Leu, Donald J.

Planning for Future Forms of Education: Towards an Educational and Educational Facilities Planning Model.

Chicago Board of Education, Ill. Dept. of Facilities Planning.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Bureau No—BR-71-7619

Pub Date May 73

Grant—OEG-5-71-0078(290)

Note—56p.; A related document is ED 055 366; RR-2 of Improving the Educational (Facility) Planning Process/SIMU School

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Involvement, Cooperative Planning, Demography, Educational Change, Educational Objectives, *Educational Planning, Land Use, Management Information Systems, *Models, *Planning (Facilities), *School Community Relationship, School Planning, *Simulation, Social Values, Urban Education, Urban Environment

Identifiers—SIMU School

The author provides an overview and conceptualization of the total educational and educational facility planning process. The presentation attempts to provide a simple practical outline for local planners, so they may actively engage in relevant educational facility planning, and a common conceptual base, so the various components of Project Simu-School may design research and development projects that will enhance the planning process. The author considers four alternative levels of educational planning: the educational facility plan (the most commonly utilized process for determining school building needs); the educational improvements needed for the system as a whole and translated into educational facility needs; the development of a comprehensive-coordinated land use plan of which the educational plan is a part; and the development of recommended plans for improving the quality of life and living for all residents—to increase lay citizen participation, understanding, control, and support of education; and diffuse and share planning and decisionmaking. (Author/DN)

ED 083 694 EA 005 532

Owen, J. G.

The Management of Curriculum Development.

Pub Date 30 Nov 73

Note—178p.

Available from—Cambridge University Press, 32 East 57th Street, New York, New York 10022 (\$4.95 paper)

Document Not Available from EDRS.

Descriptors—Curriculum, *Curriculum Development, Curriculum Evaluation, *Curriculum Planning, *Educational Change, Educational Innovation, Educational Planning, *Management, Relevance (Education), Teacher Education

Identifiers—Assessment, *England

Directed primarily at those involved in curriculum development and at teachers and students in colleges and departments of education, this book examines the reform and rapid changes in curriculum development in England. The author first examines the nature of curriculum development, the growth of the idea of curriculum, who should be in charge of curriculum, the relation of examinations to the curriculum, and forces that shape the curriculum. He then looks at the current English system of curriculum development on a national and on a local basis, and considers obstructions to curriculum development. Also examined are some curriculum movements and plans underway, the curriculum for teacher education, and the future of curriculum development. Chapter summaries are provided, the volume is indexed, and an extensive bibliography is included. (Author/DN)

ED 083 695 EA 005 533

Nichols, Natalie P.

Organization of an Open Space Business Education Program.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

Pub Date 73

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Business Education, *Business Education Facilities, Classroom Design, Educational Facilities, *High Schools, Open Education, *Open Plan Schools, *Organization

Of the many areas of instruction offered in a comprehensive high school, business education lends itself most readily to the open space concept for two reasons. First, business education is so organized that the interchange of subject matter lends itself to team teaching, individualized instruction, and other aspects usually incorporated into an open classroom concept. Second, business education is a terminal curriculum preparing pupils to enter the business world where work is conducted under conditions similar to those in an open classroom, and inversely, the direct antithesis to a curriculum of segmented instruction offered in a traditional high school. The senior high school, usually more conservative and traditional in its outlook, has been slower to accept and to adopt this new concept. However, in recent years, a number of open classroom high schools have been built or are presently under construction. The information contained in this publication is, to a large extent, based on the experience and the outcome of a 3-year vocationally funded research study conducted at the Pennridge High School, Perkasie, Pennsylvania. These guidelines should be helpful to those educators interested in initiating an open classroom, student-oriented vocational business education program. (Author)

ED 083 696

EA 005 534

Advanced Training Course for School Bus Drivers. A Manual for Instructors.
New York State Education Dept., Albany.
Pub Date 64

Note—45p.; Reprinted in 1967 and 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Discipline, *Driver Education, *Equipment Maintenance, Inservice Courses, Public Relations, *Safety Education, *School Buses, Student Behavior, Student Transportation, Testing Programs, Traffic Safety
Identifiers—*New York State

This manual provides the basis for a 10-hour advanced course of instruction to be offered for those school bus drivers who have successfully completed a basic course. The course is composed of five units. The pupil control unit attempts to develop in the school bus driver an understanding of the functions of discipline and his relationship to the philosophy and policies of his school district and suggests practical techniques for applying good discipline principles. A maintenance and inspection unit emphasizes the driver's responsibilities in skillful driving and preventive maintenance. One unit describes the key role the school bus driver can play in community public relations. Emergency and safety procedures are considered in another unit. The final unit describes the testing and evaluation of driving skills and points out the need for constant alertness and periodic reevaluation of driving skills. (Author/DN)

ED 083 697

EA 005 535

Decision-Making in Alternative Secondary Schools. A Report from a National Conference. (Woodstock, Illinois, February 1972.)

Center for New Schools, Inc., Chicago, Ill.; United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 25 May 72

Note—81p.

Available from—Center for New Schools, 431 South Dearborn Street, Suite 1527, Chicago, Illinois 60605 (\$2.75)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Alternative Schools, *Decision Making, Parent Participation, *Problems, *Secondary Schools, Student Participation, Teacher Participation

The "pioneers" of the alternative school movement (schools that have now been in existence from two to five years) have experienced many difficulties in putting their ideas into practice. This report contains a discussion of a conference that focused on the difficulties that have been encountered in involving students, staff, and parents in decisionmaking. Participants at the conference, drawn from many and varied kinds of alternative schools, attempted to develop generalizations about shared decisionmaking that might be of use to other alternative schools. The report contains

many of these generalizations and discusses other problems facing alternative schools. (JF)

ED 083 698

EA 005 536

Financial Implications of the Extended School Year.

San Diego Unified School District, Calif. Administrative Research Dept.

Pub Date 21 May 70

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Analysis, *Cost Effectiveness, Educational Finance, Elementary Schools, *Extended School Year, *Facility Utilization Research, *Feasibility Studies, Literature Reviews, Program Costs, Quarter System, School Calendars, Secondary Schools, Space Utilization, Tables (Data), *Year Round Schools

Identifiers—California, San Diego Schools

This report considers the costs of three types of extended school year programs—all modifications of the quarter system—and compares these costs to the regular program. Compared against the traditional approach are: (1) a quarter system in which students attend three quarters a year and are off one quarter, meaning that 75% of all students are in school at any one time; (2) a quarter program in which attendance for all is mandatory, fall through spring, with summer attendance being optional; and (3) a quarter program in which attendance for all students is mandatory, fall through spring, except for those students attending the optional summer quarter. Conclusions indicate that by extending the school year, space can be saved and capital expenditures postponed. However, plans that bring about classroom savings cost more to operate, and within a few years all capital savings are eaten up in operating costs. A review of the literature, facility use information, classroom data, and attendance calendars are included. (Author/DN)

ED 083 699

EA 005 537

Open-Area Schools. Report of a CEA Study.

Canadian Education Association, Toronto (Ontario).

Pub Date 73

Note—40p.

Available from—Canadian Education Association, 252 Bloor Street West, Toronto, Ontario M5S 1V5 (Canada) (\$2.50)

Document Not Available from EDRS.

Descriptors—Elementary Schools, Individualized Instruction, Nongraded System, *Open Plan Schools, *Questionnaires, *Research, School Surveys, Team Teaching

Identifiers—*Canada, Ontario

A committee of educators and some Canadian Education Association staff designed a questionnaire that was sent to 63 school systems across Canada to elicit information concerning the prevalence of open plan schools, whether or not school systems were finding the open space concept an improvement over the traditional mode, and some personal opinions about open plan classrooms from those who used them. After studying the replies, committee members made site visits to 19 of the 90.5 percent responding school systems. Study and site visit findings reveal that open space is now most common at grade 1-6 levels, and that the two most common complaints are that teaching in open space puts greater pressure on the teacher who is "on stage," and maintenance is more of a problem than in older buildings. However, findings also revealed that the benefits outweighed the disadvantages. Team teaching, multi-age and multi-level grouping, increased use of the library resource center, and individual and small group instruction were all considered favorable benefits. The questionnaire used in the study is reproduced in its final version. (Author/EA)

ED 083 700

EA 005 538

Bird, Walter W.

A New Generation of Air Structures.

Pub Date May 73

Note—8p.; Speech given before Building Research Institute National Technical Conference (Columbia, Maryland, May 22-24, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Air Structures, *Architectural Programming, Building Design, *Building Materials, Construction Costs, *Design Needs, Facility Guidelines, *Planning (Facilities)

Air structures have developed through a number of significant stages: military applications, conventional standard air structures (the "bubbles"), exhibition structures, and permanent building applications. With no other type of structure it is possible to obtain clear, wide-span coverage of almost unlimited areas, additional ceiling clearance for recreational activities at essentially no cost, translucency to permit uniform daylight, lighting through the entire roof system, and transportability or relocatability. Therefore, it is necessary to take into account the many features that are unique to the air-supported structure alone in evaluating competitive designs. If an optimum design for lowest cost is to be provided, and if the structures are to be successful, they must be of quality design; the design must fully coordinate methods of fabrication, handling, and shipment; and the installation procedures should be fully explored as part of the design with a fabricator experienced in working with large fabric structures. (Author/MLF)

ED 083 701

EA 005 540

Cutting, Guy D. North, Stewart D.

Accountability and Data Processing in Public Schools.

Pub Date [73]

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computers, Data Analysis, *Data Processing, Decision Making, Educational Accountability, *Educational Planning, *Electronic Data Processing, Information Systems, *Management Systems, *Models, Systems Approach

The purpose of this article is to set forth a conceptual framework to help educational administrators understand the applications and potential of data processing activities in their institutions. It is expected that such a framework will provide a basis for data processing decisions and direction for future data processing activities. The model presented cross classifies the means of data processing—manual, mechanical, electro-mechanical, and electronic—with three levels of data processing—clerical, control, and analysis. The authors then relate this framework to school systems and other educational systems and discuss some of the implications inherent in each level of data processing. An 18-item bibliography is included. (Author/DN)

ED 083 702

EA 005 541

Masters, James R.

Western Pennsylvania Schools Without Failure

Consortium: First Year Evaluation.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Information Systems.

Pub Date Apr 73

Note—62p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Failure, Elementary Schools, *Humanization, Parochial Schools, *Program Evaluation, Public Schools, *Student Attitudes, *Teacher Attitudes
Identifiers—*Schools Without Failure

The consortium was formed in the summer of 1971 as a means of implementing William Glasser's philosophy and methods. The program was implemented in two parochial elementary schools and in nine public elementary schools located in eight school districts. The evaluation discussed in this report included questionnaires to measure pupil self concepts and attitudes toward school. Also, since classroom meetings are a major part of the program, teachers were asked to fill in a Classroom Meeting Evaluation form after holding a meeting. In the analysis of pupil attitudinal data, it was found that, when data from all project districts were analyzed together, no significant differences were found between SWF school and control school pupils in either attitude toward school or self concept. It was also found that when SWF school and control school pupils were compared in their Spring 1972, responses to specific items, SWF school pupils held more positive attitudes than did control school pupils on items highly related to the objectives of the SWF program. The analysis of Classroom Meeting Evaluation forms revealed that, in general, teachers felt their meetings were effective. However, meetings held near the beginning and end of the school year were rated as more effective than were those held during the middle months of the year. (Author)

ED 083 703

EA 005 542

Cober, John G.

Cost of Teaching Different Subjects.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Information Systems.

Pub Date Aug 73

Note—48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cost Effectiveness, Educational Finance, Elementary Schools, *English Curriculum, *Mathematics Curriculum, *Program Costs, *School District Spending, *Science Curriculum, Secondary Schools, Tables (Data), Units of Study (Subject Fields)

This document analyzes the costs of instructing a pupil in science, mathematics, or English for three school districts approximately five, eight, and fourteen thousand pupils in size. A detailed method of allocating instructional costs and other costs directly related to instruction, such as Social Security and retirement and employee benefits, is given in order that other school districts may use the method to calculate their own costs. Secondary per pupil costs in 1971-72 for the three districts ranged from \$82.42 for mathematics in the 5,000-pupil district to \$123.81 per pupil for science in the 14,000-pupil district. Size of district did not appear to be a major factor in the results. Findings revealed that pupil-teacher ratios, education and experience of the faculty, district salary schedule, use of aides, supervisor salaries, amount of teaching supplies, and administrative and school board policies were largely responsible for differences in per pupil costs between subject areas and among districts. (Author/DN)

ED 083 704

EA 005 543

Disaster Planning Guide for School Administrators.

Kansas State Dept. of Education, Topeka.

Pub Date 73

Note—106p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Administrative Personnel, Administrator Responsibility, Civil Disobedience, *Emergency Programs, Fire Protection, Noninstructional Responsibility, Nuclear Warfare, *Planning, *Policy Formation, School Responsibility, *School Safety, Teacher Responsibility

Identifiers—*Kansas, Tornado Protection

This guide for Kansas school administrators will provide a method by which positive safety and emergency planning can be effected. Safety and emergency planning are those efforts by school administrators, teachers, and other staff personnel to provide for a total environment of protection. State, county, and local governmental agencies should unite efforts to provide a positive atmosphere of safekeeping, and the school community, with all its complexities, should be aware of its role in the total planning effort. This guide is intended to provide school administrators with a means by which they can develop positive attitudes of readiness with consideration given to the total involvement of all students, staff, and administration in the development of a comprehensive planning program. The various segments of this guide provide the means to initiate this action. Three appendices provide organizational charts; examples of emergency disaster planning; and sample tornado reports, forms, and charts. (Author/EA)

ED 083 705

EA 005 544

Lamb, Gene

The California Competency Based Program for Credentialing School Administrators. The Competency Based Curriculum.

Pub Date Oct 73

Note—8p.; CCBC Notebook, v3 n1 pp3-9 Oct 73

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Personnel, *Administrator Education, Administrator Evaluation, Administrator Role, *Credentials, Curriculum Development, *Educational Policy, Educational Programs, Internship Programs, *Performance Criteria, Skill Analysis, Standards, Task Analysis, Task Performance

Identifiers—California, *Competency

The main thrust of California's Ryan Act (1970) has been to terminate credential qualifications by verification of credit received from an institution of higher education and move towards the competency based professional preparation program where institutions are first authorized to offer such programs and then assigned the

responsibility to qualify the level of competence of their candidates. Several school administrator credentials were reduced into one—the Administrative Services Credential. Three avenues have been proposed for securing the credential. This article sets out the proposed guidelines and accompanying implementation statements for two avenues, these being the approved program and the internship. (Author/WM)

ED 083 706

EA 005 545

Valeski, Tom

A Continuum Model for Competency Based Training. The Competency Based Curriculum.

Pub Date Oct 73

Note—10p.; CCBC Notebook, v3 n1 pp10-17 Oct 73

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Development, Evaluation, Feedback, Handicapped Children, Higher Education, *Models, *Performance Based Teacher Education, Performance Criteria, Skill Analysis, *Special Education, Standards, *Task Analysis, Task Performance, Teaching Skills

Identifiers—*Competency

In an overview of a very comprehensive and current trend in personnel training, that of a "competency-based" format, it is apparent that there exists certain and specific aspects of what perhaps constitutes a "total" program in competency-based methodology. These aspects are competency identification, competency organization, competency analysis, competency units, competency evaluation, and competency feedback. The Rocky Mountain Regional Resource Center, in cooperation with the University of Utah Department of Special Education, is field testing a competency-based training program designed to maximize the effectiveness of classroom teacher skills in providing remedial services to handicapped children. The training program is designed to prepare the "generalist" as the agent best to develop and expand these functions. Hopefully the model will show relevance not only to the special educator, but also to other personnel types. (Author)

ED 083 707

EA 005 548

School Board Policies on Smoking in the Schools. Educational Policies Development Kit.

National School Boards Association, Waterford, Conn. Educational Policies Service.

Pub Date 73

Note—20p.

Available from—National School Boards Association, State National Bank Plaza, Evanston, Illinois 60201 (Kit #73-41, 1 to 3 kits \$2.00, Quantity Discounts)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Board of Education Policy, Boards of Education, *Health Education, *Smoking, *Students

This report provides school district policy samples and other resources on smoking in schools. The intent in providing policy samples is to encourage thinking in policy terms and to provide working papers that can be edited, modified, or adapted to meet local requirements. Note is made of the fact that in 12 states statutes prohibit minors from smoking on school property, and in other communities, that local fire ordinances take the decision away from the school board. Sample policy statements show that some boards prohibit smoking on school grounds altogether and provide penalties for infractions; others designate smoking areas or times when smoking is permitted; still others permit smoking, but deliberately restrict smoking areas available to students in order to discourage smoking. One school district requires parental permission for students to smoke in school and provides for informing parents when a student is found smoking who has not received parental permission. Most board policies require education programs on the dangers of smoking. (Author/JF)

ED 083 708

EA 005 549

Managing Public School Dollars.

American Inst. of Certified Public Accountants, New York, N.Y.

Pub Date 72

Note—31p.

Available from—American Institute of Certified Public Accountants, Inc., 666 Fifth Avenue, New York, New York 10019 (\$0.75)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Board of Education Role, Cost Effectiveness, Decision Making, Educational Change, *Educational Finance, Educational Needs, Educational Planning, *Management Information Systems, *Program Budgeting, *School Accounting, School District Spending, Systems Approach

Identifiers—Assessment, Planning Programing Budgeting System, PPBS, Program Accounting

Although this booklet focuses on methods of accumulating and analyzing management and the financial and statistical data helpful to members of school boards, equal emphasis is placed on meeting the needs of the pupil—making him more self confident, developing his skills, instilling knowledge, and inspiring creativity. It considers changes in the cost of education, the public's support of education, and the role of the school board member in meeting his responsibilities to influence education; and it discusses questions about a school's accounting system that should be examined by the school board. Other topics discussed are the use of the annual operating budget, the use of school and community demographic data in budget development, new tools for educational management, and basic suggestions to help implement program budgeting and accounting. A sample program budget is included. (Author/DN)

ED 083 709

80

EA 005 550

Anderson, Richard R.

Performance Contracting: A Balanced View.

Upper Midwestern Region Interstate Project, Madison, Wis.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Minnesota State Dept. of Education, St. Paul; Wisconsin State Dept. of Education, Madison.

Pub Date 73

Note—166p.; Interstate Project for State Planning and Program Consolidation

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Agency Role, Definitions, *Educational Accountability, *Evaluation, Evaluation Needs, Evaluation Techniques, *Legal Problems, Literature Reviews, *Performance Contracts, School Districts, State Departments of Education

Identifiers—*Assessment, Elementary Secondary Education Act Title V, ESEA Act Title V

This paper presents the sum of both individual research and the five papers specially prepared for the Upper Midwestern Region Interstate Project Contracting Conference (Minneapolis, Minnesota, May 9-10, 1972.) In particular, the various sections that comprise the publication speak to those aspects of performance contracting suggested for the continuation study under a Minnesota-Wisconsin contractual agreement. This paper marks the completion of the continuation study. The major topics covered are a (1) status assessment of Performance Contracting, (2) Review and Analysis of Subjective Reports, (3) Review and Analysis of Rand Evaluation Reports, (4) Local School District Evaluation Reports, (5) Review and Analysis of Office of Economic Opportunity Evaluation Report, (6) Legal Implications and Complications in Performance Contracting, and (7) the Role of the State Educational Agency. The five conference papers and a 50-item bibliography conclude the presentation. (Author/EA)

ED 083 710

EA 005 551

A Second Step Toward Statewide Funding for Rhode Island's Public Schools.

Rhode Island State Dept. of Education, Providence. Div. of Research, Planning, and Evaluation.

Pub Date 10 Mar 72

Note—42p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Finance, Educational Legislation, *Full State Funding, *Public Education, School Support, *School Taxes, *State Aid, State Programs

Identifiers—*Rhode Island

The document clarifies an originally proposed program to provide Statewide funding for public elementary and secondary education in Rhode Island by reviewing, stepwise, the actual operation of the plan for establishing tax levies and determining grant allocations; examines the anticipated effects of this proposed plan on the tax rates in individual districts and of individual fami-

lies; and raises many of the issues that must be resolved before the proposal can be considered for implementation. However, the presentation does not include the rationale from which the original plan developed. The document also describes the present State-aid program in Rhode Island. (Author/DN)

ED 083 711

EA 005 552

Pearson, Robert H.

An Instructional Management Guide to Cost Effective Decision Making.

Instructional Science Associates, Madison, Wis.
Report No.—TR-73-11-1

Pub Date 73

Note—69p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cost Effectiveness, *Decision Making, Educational Objectives, *Educational Planning, Management Systems, Models, Resource Allocations, *Systems Analysis
Identifiers—*Instructional Management

This study attempted to identify the differences in cost-effectiveness analysis methods in order to select the most appropriate one as a decision-assisting aid for instructional management. The study is organized to explore and identify what cost-effectiveness methods are being used, identify and examine the differences among these methods in an analytical framework, and determine the criteria to be used in selecting the most appropriate cost-effectiveness method for instructional decisionmaking. The study results suggest that cost-effectiveness analysis provides answers by a systematic process that is reproducible as well as accessible to critical examination. It is believed that the use of instructional cost-effectiveness analysis will enhance the possibility that a decision will result in the selection of the best alternative. (Author/DN)

ED 083 712

EA 005 553

Rossmiller, Richard A. Moran, Thomas H.

Programmatic Cost Differentials in Delaware School Districts. A Study.

National Educational Finance Project, Gainesville, Fla.

Spons Agency—Delaware State Board of Education, Wilmington.; Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—46p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Compensatory Education Programs, *Educational Finance, Educational Needs, Educational Planning, Elementary Schools, *Expenditure Per Student, Handicapped Students, *Program Costs, School District Spending, Secondary Schools, *Special Education, State Aid, Statistical Data, Student Costs, *Vocational Education
Identifiers—*Delaware

The research reported on here is a collection and summary of information concerning the distribution of pupils in various special educational programs, the number of pupils qualified for, but not enrolled in, special educational programs, and the distribution of pupils in the regular educational program. Per pupil costs were computed for students enrolled in the regular program at the elementary and secondary levels in each district in the State. Statewide averages of these costs were then computed. Per pupil costs were also computed on a district-by-district basis for vocational/technical programs and for the following handicapped programs: educable mentally retarded, trainable mentally retarded, orthopedically handicapped, blind or partially sighted, deaf or partially deaf, socially and emotionally maladjusted, and learning disabilities. Statewide average costs for these programs were computed and a cost index developed to compare the relative cost of special programs to that of the regular program. The document also considers the problems of allocating costs to specific educational programs and limitations in the use of cost indexes. (Author/DN)

ED 083 713

EA 005 554

Financing the Public Schools of Delaware. A Study.

National Educational Finance Project, Gainesville, Fla.

Spons Agency—Delaware State Board of Education, Wilmington.; Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—320p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Construction Costs, *Educational Finance, *Food Service, Productivity, Program Evaluation, Public Education, *School Construction, School Support, *School Taxes, State Aid, *Student Transportation

Identifiers—*Delaware, Educational Efficiency

This study includes a brief description of Delaware's public school finance program, the findings of seven special studies, an evaluation of Delaware's public school finance program, and recommendations for improvement of the school finance program. The major part of the publication considers each of the seven special studies in detail. Topics examined in these studies include State and local taxation and school revenues in Delaware; the cost of delivering education in Delaware; the status of Delaware public school personnel, 1971-1972; financing school construction in Delaware; an analysis and assessment of Delaware's pupil transportation program; school food service in Delaware; and variables associated with local school district productivity in Delaware. A 27-item bibliography is included. (Author/DN)

ED 083 714

EA 005 555

Dale, Edgar

Building a Learning Environment.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Pub Date 72

Note—132p.

Available from—Phi Delta Kappa, 8th & Union, Bloomington, Indiana 47401 (\$5.50)

Document Not Available from EDRS.

Descriptors—*Critical Thinking, Curriculum, *Curriculum Development, Educational Philosophy, *Environmental Influences, Futures (of Society), Humanization, *Individualized Instruction, Instructional Media, Learning Experience, *Learning Processes, Teaching Methods

Identifiers—*Life Management Curriculum

The school curriculum should be reappraised, and new guidelines developed, establishing different levels of achievement for pupils of different abilities. The increase in the understanding of the psychology of learning is one of the great accomplishments of the last one hundred years. Some years ago it was generally believed that much of what makes us what we are was inborn, but now we know that almost all of it is learned. Easy learning is based on much first-hand experience; but the two basic learning activities—reading and discussion—are both learned from others. Discussion is learning from others who are present; reading is learning from others who are absent. The direction of the educative process involves a thorough understanding of the learning process. However, some teachers and most laymen do not yet well understand the learning process and still believe that many acquired traits are inborn. Many traits are considered inborn because they are difficult to control. This is the third monograph in a series designed to contribute to a better understanding of the educative process and its relation to human welfare. It is designed to supplement technical treatises on the educative process for schoolmen and as a popular treatise for beginning teachers, interested laymen, and parents. (Author/EA)

ED 083 715

EA 005 556

Bailey, Stephen K. And Others

Alternative Paths to the High School Diploma.

National Association of Secondary School Principals, Washington, D.C.; Syracuse Univ. Research Corp., N.Y. Policy Inst.

Spons Agency—Ford Foundation, New York, N.Y.; Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—61p.

Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 (\$2.00, Quantity Discounts)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Alternative Schools, *Community Schools, *Dropout Prevention, *Graduation Requirements, Program Descriptions, *Secondary Schools, Student Alienation, Student Needs

Identifiers—*Educational Alternatives

The traditional approach to education and many new alternative approaches have failed to

serve the needs of students or to prevent students from dropping out. Aware of the many emerging experiments to keep educational opportunities alive for restless students, the authors propose a complete design, drawing on the resources of local school authorities to provide nontraditional means to achieve a diploma. The instruments of the new design are a Regional Learning Service (RLS) and an External High School Diploma. The direction and policies of the RLS are determined by school institutions. Its purpose is to assist alienated high school age young people to identify their educational goals through counseling, testing, and field-based experiences. RLS also provides a variety of learning options in educational institutions or in the community, both of which will lead to a high school diploma. The External Diploma would be one awarded to a student after appropriate assessment of his pattern of nontraditional study by local school authorities and their confirmation to the State education department that the student had achieved specified performance objectives. The time to earn such a diploma, and the framework within which such a diploma might be earned, would depend on the individual student's needs, abilities, and motivations. (Author/JF)

ED 083 716

EA 005 557

Financing the Public Schools. A Search for Equality.

Phi Delta Kappa, Bloomington, Ind. Commission on Alternative Designs for Funding Education.

Pub Date 73

Note—55p.

Available from—Phi Delta Kappa, 8th & Union, Bloomington, Indiana 47401 (\$0.50)

Document Not Available from EDRS.

Descriptors—Educational Finance, *Equal Education, *Equalization Aid, Federal Aid, *Foundation Programs, *School Taxes, State Aid

Equity must be viewed in terms of the pupils to be served in the schools, the citizens who support the schools, and general society which reaps the benefits from the public schools. Various sections of this pamphlet address themselves to the philosophical bases of the public schools, some of the directions provided by the courts, current financing programs, educational programs and services, revenue sources, and an analysis of alternative school finance programs. After examining alternative programs, the Commission recommends that government should seek to correct educational, social, cultural, and economic imbalances; and that it should promote social mobility. It also urges that States adequately define and fund educational programs to accommodate the varying educational needs of all children. A shift from reliance on property taxes as a means of funding to a reliance on personal income, corporate income, and sales taxes is also recommended. The Commission suggests that the role of the Federal Government consist of addressing problems of interstate equalization and special areas of federal interest. Within the State, the Commission recommends a combination system of financing that would draw on both State and local revenues. This combination is seen essentially as a foundation program supplemented with equalized local initiative. (JF)

ED 083 717

EA 005 558

The Middle School; An Idea Whose Time Has Come.

New Jersey State Dept. of Education, Trenton. Task Force on Intermediate Education.

Spons Agency—New Jersey School Development Council, New Brunswick.

Pub Date 73

Note—36p.

Available from—New Jersey School Development Council, Graduate School of Education, Rutgers University, The State University of New Jersey, New Brunswick, NJ 08903 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Facilities, *Educational Needs, *Grade Organization, Instructional Staff, *Middle Schools, *School Organization, *Student Needs

Despite the fact that the middle school has frequently come into being for noneducational reasons, many educators maintain that if a new school system could be organized from "scratch" with nothing but educational desiderata to guide its creators, the middle school would be the foundational arch of the system. This report analyzes and describes this fast-increasing link in the edu-

cational ladder. Included in the portrait are data concerning middle school organizational designs and schedules; the distinctive traits and needs of its pupils; and its purposes, characteristics, salient features, potentialities, instructional needs and styles, and facilitative building services. (Author/JF)

ED 083 718 EA 005 559
Final Report to the Senate Select Committee on School District Finance. Volume I.

California State Legislature, Sacramento. Senate Select Committee on School District Finance. Pub Date 12 Jun 72

Note—98p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Court Cases, Educational Finance, *Equal Education, *Equalization Aid, *School Taxes, Simulation, *Socioeconomic Status, *Tax Rates

Identifiers—*California

A consultant staff was selected to assist the Select Committee in its search for reform alternatives to achieve more equitable and efficient arrangements for financing and organizing educational services in California. The consultant staff describes here the problems facing California's school finance system and provides some recommendations. The discussion begins with the legal background of the problem—focusing on the 1971 Serrano vs Priest decision which found that in California the quality of a child's schooling depends on the wealth of his school district. A second major problem discussed is the inability of schools to focus resources on the types of children who are in the greatest need and to provide them with the specific kinds of services that would benefit them most. Evidence increasingly reveals that financial aid intended for low-income or low-achieving children frequently is "leaked" to the benefit of children of higher-income households. A third major problem discussed is that the present system of raising revenues for schools places an unfair burden on many of the State's citizens, particularly on low income homeowners and tenants. The report also discusses proposed distribution formulas and provides enrollment forecasts. (Author/JF)

ED 083 719 EA 005 560

Check, Becky

Planning Playgrounds for Day Care.

Southern Regional Education Board, Atlanta, Ga. Spons Agency—Donner (William H.) Foundation.; Social Security Administration (DHEW), Washington, D.C.

Pub Date Nov 73

Note—37p.; A Southeastern Day Care Project publication

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Involvement, Day Care Programs, *Day Care Services, Educational Facilities, Landscaping, Merchandise Information, *Models, Planning, *Planning (Facilities), Playground Activities, *Playgrounds, Purchasing, Site Selection

This booklet was produced by the Project to help day care centers make the best use of their outdoor play space for children. It gives the playground planner many helpful ideas and guidelines about equipment, arrangement, surfaces, long-range planning, play activity, community involvement, and the adult's role on the playground. Each of the States involved in the Southeastern Day Care Project developed its playground according to its own needs and resources, but certain overall purposes of the Project were considered. Centers were to be adequately equipped but not extravagantly, so that the programs would be replicable and could provide ideas for other programs. In addition, it was hoped that duplicating the traditional playground still found in many parks and schools could be avoided. (Author)

ED 083 720 EA 005 561
Report of CEC Study Committee on Construction Management.

Consulting Engineers Council of the U.S., Washington, D.C.

Pub Date Jan 72

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Construction Management, *Construction Programs, *Consultants, Contracts, Definitions, Educational Facilities, *Management Systems, Marketing, *Occupational Information, Task Analysis, Trend Analysis

Changing times place new demands on those involved in the implementation of construction projects. Within a relatively few years, the size and complexity of projects has grown substantially. Environmental and other public and social considerations are increasingly significant. With growing complexity, the requirements for effective project management and control of schedule, cost, and quality have also multiplied. The use of multiple construction materials and equipment contracts has flourished in order to phase construction, compress schedules, and improve performance. In short, the task of achieving the objectives of construction projects has become more difficult. As a result, there has been significant re-evaluation and experimentation with the roles and scopes of service provided by the various organizations involved in construction projects. The traditional roles of the owner, architect-engineer, and contractors have too frequently failed to achieve desired results. Wide variations in these traditional roles have been tried in varied circumstances with mixed results. From this experimentation, reasonably well-defined roles for the project manager, design manager, and construction manager are emerging. These professional service roles, properly executed, provide the means for improving overall performance of the project and construction team. They also afford an opportunity for expanded professional service to clients by consulting firms. (Author)

ED 083 721 EA 005 562

Designs for Science Facilities.

Minnesota State Dept. of Education, St. Paul.

Pub Date 71

Note—42p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Design, Facility Guidelines, *Middle Schools, Open Plan Schools, Physical Design Needs, *Planning (Facilities), Resource Centers, *Science Facilities, Science Laboratories, *Secondary Schools, Traditional Schools

Traditional-classical programs, individualized instruction, differentiated staffing, flexible-modular scheduling are all programs and ideas much discussed in the field of education today. However, science instruction is still in the logarithmic phase of change. Curricular and instructional styles alter so rapidly that often reference points are blurred and communication tends to break down. If these changes are to be truly significant, they must be fundamental, involving the whole learning spectrum—physical environment, teaching options, and learning patterns. It is the intent of this publication to cast some light on the possible physical arrays or options that would complement a school or a science department philosophy. Three types of secondary schools are considered: small (600-800 students), large (1500-1800 students), and the middle school (5-8 grades). Two general types of physical plans are presented: the classical plan (self-contained classrooms) and the innovative plan (experimental schedules, flexible-modular alternatives, and individualized instruction). Most of the layouts presented are based on the assumption that the greatest portion of the science student's time will be spent in the laboratory and in the science resource center. (Author)

ED 083 722 EA 005 563

Orton, Peter Dickson, Wayne

Change to Open Education. Two Schools in the Process.

National Association of Independent Schools, Boston, Mass.

Pub Date Oct 72

Note—38p.

Available from—National Association of Independent Schools, 4 Liberty Square, Boston, Massachusetts 02109 (\$1.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Administrator Role, *Alternative Schools, *Case Studies (Education), Curriculum, *Educational Change, Educational Objectives, Elementary Education, *Elementary Schools, Humanization, *Open Education, Parent School Relationship

Identifiers—Charles River School, Massachusetts, Parmenter School

Case studies describe attempts to develop educational forms that are personally, intellectually, and socially valid in two Massachusetts elementary schools—the Charles River School, a small private school in Dover; and the Parmenter

School, a public school. Both schools have tried to reorient the first six or seven years of formal education along the lines of certain British primary schools, variously termed "integrated day" or "open education." It is an approach that attempts to blend several goals of education—intellectual development, individualized instruction, purposive work, and social growth—in a pleasant and cooperative context. Both schools demonstrate an increased concern for human values, particularly in their awareness of the "hidden curriculum," and reflect the growing interest in availability of educational choice and alternatives. In one school, the change process resulted from significant parent involvement; while changes in the other school came about largely through the leadership of the chief administrator. (Author/WM)

ED 083 723 EA 005 564

Wochner, Raymond E., Comp. Lynch, Steven B., Comp.

The Identification and Development of Administrative Competencies. An Administrative Seminar: Administrative Competency/Performance Based Resource Materials.

Arizona State Univ., Tempe, Bureau of Educational Research and Services; Arizona State Univ., Tempe. Dept. of Educational Administration and Supervision.

Pub Date Jun 73

Note—184p.; The seminar was held at Arizona State Univ., Tempe, January 16 through 18, 1973; A related document is EA 005 521

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Administrative Personnel, *Administrator Education, *Administrator Evaluation, Administrator Role, Bibliographies, Inservice Education, Models, *Performance Criteria, Resource Materials, Seminars, Skill Analysis, Task Analysis, Task Performance

Identifiers—*Competency

The competency concept related to performance has recently been gaining a place in the professional literature, but its application to the specific field of educational administration has been limited. Several universities have moved towards competency performance-based administrator preparation programs, and the interest shown by the profession indicates that many more institutions and States will soon utilize the concept. The material in this compilation is organized in a manner intended to convey a logical sequence of inquiry for understanding the development of the competency-based concept. Each section is introduced with a brief explanation of what is included and what progress has been made, and includes annotated bibliographical items to provide a survey of research and authoritative writing in specific approaches to the competency concept. The sections relate to the nature of a competency-based program, the basis of the concept, models available for preservice university preparation programs, improvements for inservice programs, and methods of assessing competencies. (Pages 51-101 may reproduce poorly.) (Author/LK)

ED 083 724 95 EA 005 565

Curriculum Development Institute (Year Three). Final Report.

Syracuse Univ., N.Y.

Spons Agency—National Center for Educational Technology (DHEW/OE), Washington, D.C.

Bureau No—BR-6-0110

Pub Date 30 Jun 73

Grant—OEG-0-70-2109

Note—216p.; A Media Specialist Program project

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Ancillary Services, Classroom Observation Techniques, *College School Cooperation, Curriculum Design, *Curriculum Development, Curriculum Planning, *Educational Research, Elementary Schools, *Field Experience Programs, Internship Programs, Parent Participation, *School Community Relationship, Secondary Schools, Staff Utilization, Workshops

This report traces the Syracuse University Curriculum Development Institute through its activities during the 1972-73 academic year. It reflects the field work accomplished in the North Syracuse School District by, and the Syracuse University campus activities of, the five interns involved. The text first covers participant selection procedures, staff utilization, descriptions of the year spent in "living with and in" the North

Syracuse District and the year of activities on the Syracuse campus, reports on professional meetings attended, explanations of the activities engaged in for purposes of information dissemination and public relations, descriptions of the consultant exchange programs and workshops held, and a listing of the types and kinds of materials and equipment utilized in the project. Appendices present (1) the first of two interim reports, (2) a copy of the paper reporting the initial inquiry by and for interested parents, (3) a report of the North Syracuse support services field study, (4) several position papers by interns, and (5) a compilation of papers providing a retrospective overview of the entire project. (Pages 9, 9a, and 10 of appendix F may reproduce poorly.) (Author/EA)

ED 083 725 EA 005 566
Selected Statistical Notes on American Education.
National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Bureau No.—DHEW-OE-73-11703
Pub Date Feb 73
Note—32p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 1780-01237, \$0.40)

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Academic Achievement, Associate Degrees, Attendance, Bachelors Degrees, College Freshmen, *Comparative Analysis, Doctoral Degrees, *Education, Expenditures, Higher Education, Illiteracy, *Public School Systems, Reading Ability, School District Spending, *Statistical Data, Student Enrollment, Teacher Characteristics, Tuition
Identifiers—School District Size, *United States
This brochure presents 30 reprints of short articles selected from American Education from November 1971 through November 1972. (EA)

ED 083 726 EA 005 567
Rapp, M. L. Wuchitech, J. M.
Descriptions of the 1972-73 Mini-School Programs in the Alum Rock Voucher Demonstration. Analysis of the Education Voucher Demonstration. A Working Note.

Rand Corp., Santa Monica, Calif.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—Rand-WN-8402-NIE
Pub Date Oct 73
Contract—NE-C-B2C-5326
Note—77p.

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Academic Achievement, Classroom Research, Continuous Progress Plan, Creative Art, Cultural Activities, Developmental Reading, *Educational Experiments, *Education Vouchers, Elementary Schools, *Federal Programs, Individualized Instruction, Kindergarten, Mathematics Instruction, Observation, *Program Content, *Public Schools, Science Instruction

Identifiers—Alum Rock, Mini Schools

The Education Voucher Demonstration, begun in Alum Rock in 1972, is a large-scale social intervention with a wide range of social, political, economic, and educational objectives. This document is one of three such papers describing the educational aspects of the demonstration program which involved six public schools, 22 "mini-school" programs, approximately 3,900 students, and 126 classroom teachers. The special objective of this particular report is to document the basic character of the educational programs available in the first year of the demonstration. These descriptions are a by-product of the information gathering effort to document the first year's instructional strategies and resource use, and are based on discussions with mini-school faculties, supported by some observation of classroom activities. Teachers supplied information about instructional materials and field trips, using printed forms; and two staff members did all the classroom observation using a prestructured checklist. Program goals were taken from the mini-schools' own descriptions, and other descriptions were developed from checklists and discussions with teachers. Examples of the iterations involved in developing each program description are included. (Author)

ED 083 727 EA 005 569
Edkins, Ralph
The Opinionaire of Social-Educational Concerns and Manual for Use and Interpretation of the Opinionaire.

Stephen F. Austin State Univ., Nacogdoches, Tex.
Pub Date 71
Note—8p.; Related documents are EA 005 420 and EA 005 570

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Attitudes, Community Attitudes, *Data Collection, *Educational Needs, *Educational Problems, Manuals, Sampling, *Social Problems, Surveys

This instrument was developed to assist educational leaders in the collection of data relating to the attitudes of their publics on vital social and educational concerns. It classifies the concerns under: social problems, school program, teachers and instruction, administration, students, and index of attitude toward change. It provides for profiles of the six classifications to enable educational leaders to examine the interrelationships between the attitudes of the public concerning social problems and their attitudes toward educational needs in the community. (Author)

ED 083 728 EA 005 570
Cooksey, Bennett Moses, Morgan
Cooperative Action for Greater Intellectual Impact on Educational Programs in the Public Schools of East Texas. A Research Report.

Stephen F. Austin State Univ., Nacogdoches, Tex.
Pub Date 15 Aug 70
Note—14p.; Related documents are EA 005 420 and EA 005 569

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Cooperative Programs, Data Analysis, Educational Needs, *Educational Problems, *Educational Programs, Field Interviews, Intellectual Development, Intellectual Experience, Public Schools, *School Surveys, *Teacher Attitudes
Identifiers—East Texas

This study attempted to determine ways in which cooperative action among local school districts, the Education Service Center, and the University could make a greater impact on the educational program of the East Texas schools. Specific objectives included determining the primary concerns of public school personnel for professional growth and staff development activities, the primary concern of public school personnel for curriculum improvement projects, areas in which cooperative action is needed to utilize the resources of the Service Center and Stephen F. Austin State University in the educational program of the public schools, the concerns and opportunities for conducting research in the public schools, and to point out the professional services available through the University to the public schools through coordinated effort. Forty-six schools were visited by teams of professors to interview representative groups of teachers to identify the concerns of public school personnel about students, faculty, teaching methods, societal problems, and administrative problems, and to determine ways that the Center and the University could assist the schools in working toward solutions to problems. (Author)

ED 083 729 EA 005 571
Hedinger, Fred M.
The School Management Appraisal and Rating Technique Plan (SMART). One Answer to a Dilemma for Education Management.

Pennsylvania School Boards Association, Inc., Harrisburg.
Pub Date Sep 72
Note—35p.

Available from—Pennsylvania School Boards Association, Inc., 412 North Second Street, Harrisburg, PA 17101 (\$1.00)

Document Not Available from EDRS.

Descriptors—*Administrative Personnel, *Administrator Evaluation, *Job Analysis, *Promotion (Occupational), *School Districts
Historically, administrator evaluation and the corresponding compensation for administrative salaries have been tied directly to teacher salaries. The old evaluation systems are inadequate, and education must find a more acceptable method of valuing various school management positions and paying for these responsibilities ac-

cordingly. One answer to the problem is the SMART plan. The plan is outlined as to its function with supporting examples, suggested forms, and a step-by-step explanation of its use and application. The plan utilizes a scale of 100 points for both valuing school management positions and appraising performance after having established such a value. It utilizes three simple forms and is based on the assumption that the school superintendent's position is one of maximum responsibility worth 100 points, while the least responsible supervisory position receives 25 points. Under the plan, once compensation for the two end points of the valuation system have been determined, all other supervisory positions are related accordingly. (JF)

ED 083 730 EA 005 572
It Works This Way for Some: Case Studies of 15 Schools.

Center for New Schools, Inc., Chicago, Ill.; Illinois State Office of the Superintendent of Public Instruction, Springfield. Illinois Network for School Development.

Pub Date Feb 73
Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Case Studies (Education), *Educational Change, Educational Innovation, *Educational Planning, *Experimental Programs, *Information Dissemination, *Public Schools

This book provides ideas about developing new learning programs that are based on the actual day-to-day experience of 15 schools. The information was collected during visits to 15 new school programs in Illinois and adjacent States, and by talking with the people who had direct roles in devising these programs. Many of the schools in this study faced the same key issues in the planning and implementation of their plans. The report presents the issues that appeared to be most important to school planning groups. For each major issue there is a discussion of related common concerns, difficulties, and pieces of advice that were recorded on the site visits. Case descriptions of the 15 school programs are provided. (Author/JF)

ED 083 731 EA 005 573
Jackson, Shirley A.

Shared Curriculum Decision Making and Professional Negotiations. A Position Paper.
Illinois Association for Supervision and Curriculum Development, Normal.

Pub Date Sep 71
Note—23p.
Available from—Dr. Mary Kay Huser, Illinois State University, Normal, IL 61761 (\$1.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Citizen Participation, *Collective Negotiation, *Curriculum Development, *Curriculum Planning, *Decision Making, *Teacher Participation

Identifiers—Curriculum Councils
Although professional negotiations have in the past dealt mainly with welfare items such as salary and health benefits, this report contends that it is quite likely that the next major area of negotiations will be that of curriculum. In light of this probable increase in demand to participate in the curriculum decisionmaking process, the author reviews possible alternative methods for involving teachers, the community, and others in the curriculum decisionmaking process and suggests a preferred method. This method involves the formation of a curriculum council that would have representatives from all interested segments of the educational community including teachers, boards of education, parents and citizen groups, industry representatives, and others. The report details how this council would function. (JF)

ED 083 732 EA 005 574
White, Bayla F. And Others

The Atlanta Project: The Impact of Signals of Relative School Performance.

Urban Inst., Washington, D.C.
Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—OEO-B2C-5333; UI-507-5
Pub Date 31 Oct 73
Note—143p.

EDRS Price MF-\$0.65 HC-\$6.58
Descriptors—*Academic Achievement, Academic Performance, Decision Making, Economic Status, *Information Utilization, *Management,

*Performance Factors, *Program Evaluation, Public School Systems, Urban Education
Identifiers—*Atlanta Project, Signals

This report presents the results of a field test conducted in the Atlanta Public School System during the 1972-73 school year. The test attempted to determine what effects the introduction into a school system of specially prepared information on the relative achievement levels of schools and grades serving students of similar economic levels would have on school system management, decisions, and operations. Two results were expected: the production of different management decisions and better information on how the school system management actually attempts to influence performance. The report also describes the reasons underlying the development of signals of relative performance, the techniques used in that development, and properties of the signals. (Page 27 of Chapter II may reproduce poorly.) (Author/WM)

ED 083 733

EA 005 575

Callahan, John J. And Others

Year-Round Schools and Urban School Finance. Virginia Univ., Charlottesville, Bureau of Educational Research.

Pub Date 10 May 73

Note—25p.; Paper presented at National Seminar on Year-Round Schools (5th, Virginia Beach, Virginia, May 8-11, 1973); A related document is EA 005 577

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Finance, *Equalization Aid, *Fiscal Capacity, Full State Funding, State Aid, Tax Rates, *Urban Schools, *Year Round Schools

Identifiers—*Municipal Overburden

Year-round schools have a place in the urban education process. However, the many fiscal pressures facing large city school systems may prohibit them from instituting the rescheduled school year. Only if State governments make fundamental reforms in their educational finance systems can urban school districts participate in the benefits of year-round schools. Without such reforms, urban school systems will be bypassed in the course of educational reform. The author shows how the fiscal capacity of cities is overstated; he documents municipal overburden in cities; and he shows how most suggested alternative methods of State financial aid discriminate against cities. (Author/JF)

ED 083 734

80

EA 005 576

Wahl, Dewey

Problems of Transition: Changing a State Department of Education from a Partisan to a Nonpartisan Political Structure.

Illinois State Office of the Superintendent of Public Instruction, Springfield.; Indiana State Dept. of Public Instruction, Indianapolis.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Upper Midwestern Region Interstate Project, Madison, Wis.; Wisconsin State Dept. of Public Instruction, Madison.

Pub Date Jun 73

Note—223p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Administrative Personnel, Education, *Elections, Politics, Problems, *State Departments of Education, *State Officials, *Superintendents

Identifiers—*Chief State School Officers, Elementary Secondary Education Act Title V, ESEA Title V, Superintendents of Public Instruction

This study attempted to identify some of the major problems that a State Education Agency (SEA) might encounter during the transition from an agency headed by an elected Chief State School Officer (CSSO) to that same agency headed by a State Board of Education (SBE) appointed CSSO. Five States—Iowa, Kansas, Michigan, Missouri, and West Virginia—were selected for the study on the basis of their shifts to a board-appointed CSSO. Data were gathered by interviewing persons who held key positions in the State at the time of transition. Each of the five chapters of this report is devoted to one of the five study States and is a complete entity with text and the corresponding appendix. The text of each chapter is divided into (1) a brief history of the SEA up to the year selected by the author as being the "jumping off" point for the change, (2) principal studies or processes that led to the

change, together with information about what followed immediately after the implementing statutes were enacted, and (3) a review and an appraisal of the current governing structure as seen by study participants. A separate chapter summarizes some of the findings. (Author/JF)

ED 083 735

EA 005 577

Lovern, Mary F., Ed.

Proceedings of the Fifth National [Council on Year-Round Education] Seminar on Year-Round Education.

National Council on Year-Round Education.; Virginia State Dept. of Education, Richmond.

Pub Date May 73

Note—209p.; Speeches given before National Council on Year-Round Education Seminar (5th, Virginia Beach, Virginia, May 8-11, 1973)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Accreditation (Institutions), *Quarter System, *School Schedules, Staff Orientation, *Trimester Schedules, Urban Schools, *Year Round Schools

This report contains conference presentations on various year-round education programs around the nation. Other presentations discuss year-round education in the urban setting, the role of accrediting associations in year-round education, and a symposium on staff training for year-round education. (JF)

ED 083 736

EA 005 578

Public School Finance Problems in Texas. An Interim Report.

Texas Research League, Austin.

Pub Date Jun 72

Note—75p.

Available from—Texas Research League, P.O. Box 12456, Austin, TX 78711 (\$3.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Costs, Educational Finance, *Equal Education, *Equalization Aid, *Financial Problems, *Foundation Programs, Full State Funding, Problems, *Public Schools

Identifiers—*Texas

The U.S. District Court ruling in Rodriguez vs San Antonio Independent School District, which struck down Texas' school finance system as inequitable and unconstitutional, provided the impetus for publishing this interim report. The report documents the growing cost of State-supported public school programs—the primary concern prior to the Rodriguez decision. It also provides preliminary estimates of the potential cost of equalizing fiscal resources among the school districts in the event the Rodriguez decision should be upheld by the Supreme Court of the United States. One section is devoted to a discussion of full State funding as an alternative method of finance, and examines the concept's costs and problems. (Author/JF)

ED 083 737

24

EA 005 582

Vitulo-Martin, Thomas W.

Vitulo-Martin, Julia A.

The Politics of Alternative Models to the Public Schools. Final Report.

California Univ., Riverside.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No—BR-1-1-078

Pub Date 1 Nov 73

Contract—OEC-9-720013(057)

Note—70p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Catholic Schools, *Community Support, *Parent Attitudes, Policy Formation, *Political Influences, Power Structure, *School Community Relationship

Despite the recent resurgence of academic interest in nonpublic schools, we continue to be relatively ignorant of the political and social composition of these schools. This study of the Chicago and Los Angeles Catholic school systems sought to redress this ignorance. The study first gathered and analyzed school data from central (diocesan) sources, then described and analyzed the internal policymaking structure of each local school, and lastly surveyed and analyzed parental motivation, with the following question as the basis of the survey: Why do parents initially send and ultimately maintain their children in nonpublic schools? The report concludes that the systems vary in their character, but are locally controlled; and that parents support schools

despite differences with religious, racial, or pedagogical policy—with or without formal participation in policymaking institutions. The research points to the important role of local school vulnerability in drawing support and to the role of parental confidence in teachers, which may be aided by the character of the local school's educational bureaucracy. (Author)

ED 083 738

EA 005 583

Regionalism: Helping Schools Meet Children's Needs. A Study Document.

New York State Joint Legislative Committee on Metropolitan and Regional Areas Study, Albany.

Pub Date Dec 72

Note—90p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Decentralization, *Educational Finance, Elementary Schools, Equal Education, Full State Funding, *Regional Programs, Secondary Schools, *State Departments of Education, *Student Needs

Identifiers—*New York State

The Laverne Proposal on Regionalism in Education is aimed at developing a system of public education (including the financing of education) in New York State that would be responsive to the needs of all the State's children. This document presents the Laverne Proposal and compares it with several others. The Proposal recommends the adoption of a 2-tiered operational system for elementary and secondary education and the decentralization of the State Education Department into regional offices. Each regional office of the department would support and advise the two operational tiers. The role of each operational tier would be designed to complement what is done by the other. Programs that could best be handled at the local level would be assigned to tier one. Those that could be carried out more economically or more effectively on a multi-district basis would be assigned to tier two. The report explains the proposal in detail and examines how it might be modified towards improvement. (Author/JF)

ED 083 739

EA 005 584

Schmuck, Richard A.

Self-Confrontation of Teachers.

Oregon School Study Council, Eugene.

Pub Date Nov 73

Note—23p.; OSSC Bulletin, v17 n3

Available from—Oregon School Study Council, College of Education, University of Oregon, Eugene, OR 97403 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Anxiety, *Classroom Observation Techniques, *Psychological Patterns, Teacher Evaluation, *Teachers, *Teacher Supervision

Simply presenting information that displays clearly any discrepancy between a teacher's ideal and actual classroom performance does not, in itself, promise constructive change. This is true in part because teachers confronted with such discrepancies often experience anxiety. Teachers who wish to change often find it difficult to behave differently in the classroom for a variety of reasons. This paper discusses some psychological reactions that can be expected by teachers when they are confronted with information about their own classroom behavior. It also suggests some actions that a facilitator might take to help a teacher focus energies on self-improvement. (Author)

ED 083 740

EA 005 585

McGhehey, M. A.

The Governance of Education.

Pub Date 13 Nov 73

Note—11p.; Paper presented at Annual Conference on Critical Issues in Education (11th, Edmond, Oklahoma, November 13, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Organization, *Governance, *National Surveys, *Public Education, *State Government

A national study of State governance of education has begun under the direction of Roald F. Campbell. The author here expresses concern that the persons conducting that study are focusing on a structure for governing education without regard to the functions to be performed at various levels of government. He argues first that the form of governmental structure in education should naturally flow out of a definition of functions to be performed. Secondly, he proposes

that in any administrative structure, the guiding principle on the locus of decisionmaking should be to place every decision at the lowest level of the structure in which the decision may be safely made in the public interest. Finally, the author suggests that there is a necessary relationship between authority and responsibility. (Author/JF)

ED 083 741 EA 005 586
School Food Service Financial Management Handbook for Uniform Accounting. Simplified System.

Food and Nutrition Service (DOA), Washington, D.C.

Report No.—FNS-105

Pub Date Jul 73

Note—174p.; A related document is EA 005 587

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Accounting, Administrator Guides, Bookkeeping, Costs, *Food Service, Income, Management Systems, Money Management, *Operating Expenses, Recordkeeping, *Resource Allocations, *School Systems, Systems Approach

Identifiers—*Accounting Systems

This handbook is intended to assist the School Food Authority and those responsible for recording and reporting on the various financial activities of a school food service fund. It describes in a simplified form uniform accounting systems suitable for use by all school food authorities. The material, oriented toward the average-to-larger school system, contains (1) an introduction to the principle of accounting, (2) an overview of the small school food service fund accounting system, (3) charts and explanations of the different types of accounts used in the system, (4) procedures for preparing and using reports, and (5) definitions of terms used. The procedure described has been designed to provide a system that (1) combines simplicity with the required information according to generally accepted accounting principles; (2) provides all types of internal information (for cafeteria, school, and school district managers) and external information for all other interested parties, e.g., local, State, and Federal Government officials; (3) demands accuracy and internal control; and (4) possesses consistency and uniformity although it crosses cafeteria and district lines. To meet these criteria, the system features (1) accrual accounting, (2) double entry bookkeeping, and (3) a set of procedures for recording revenue and expenditures and for allocating costs. (Author/EA)

ED 083 742 EA 005 587
School Food Service Financial Management Handbook for Uniform Accounting. Complete System.

Food and Nutrition Service (DOA), Washington, D.C.

Report No.—FNS-104

Pub Date Jul 73

Note—254p.; A related document is EA 005 586

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Accounting, Administrator Guides, Bookkeeping, Costs, *Food Service, Income, Management Systems, Money Management, *Operating Expenses, Recordkeeping, *Resource Allocations, *School Systems, Systems Approach

Identifiers—*Accounting Systems

This handbook is intended to assist the School Food Authority and those responsible for recording and reporting on the various financial activities of a school food service fund. It describes in a completely detailed form uniform accounting systems suitable for use by all school food authorities. The material, oriented toward the average-to-larger school system, contains (1) an introduction to the principle of accounting; (2) an overview of the small school food service fund accounting system; (3) charts and explanations of the different types of accounts used in the system; (4) procedures for preparing and using reports; (5) an expanded chart of accounts; (6) detailed school food service revenue accounting procedures; (7) payroll procedures; (8) expenditure accounting for food, supplies, equipment, and services; and (9) definitions of terms used. The procedure described has been designed to provide a system that (1) combines simplicity with all the required information according to generally accepted accounting principles; (2) provides all types of internal information (for cafeteria, school, and school district managers) and external information for all other interested

parties, e.g., local, State, and Federal Government officials; (3) demands accuracy and internal control; and (4) possesses consistency and uniformity although it crosses cafeteria and district lines. To meet these criteria, the system features (1) accrual accounting; (2) double entry bookkeeping; and (3) a set of procedures for recording revenue and expenditures, and for allocating costs. (Author/EA)

ED 083 743 EA 005 588
We the Americans: Our Education. 1970 Census Report No. 8.

Bureau of the Census (DOC), Suitland, Md.

Report No.—BC-0324-00043

Pub Date Jun 73

Note—16p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock Number 0324-00043, \$0.40 postpaid or \$0.30 GPO Bookstore)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Census Figures, *Enrollment Trends, *Public Education, *Statistical Analysis
 Information gleaned from the 1970 census and reported herein indicates that (1) more Americans than ever before are going to school; (2) Americans are starting school at an earlier age and staying in school longer; (3) for the first time, the average American adult has completed high school; (4) people who live in urban areas have a higher level of education than do those in rural areas; (5) although a higher percentage of Non-Spanish finish high school than do black students, these minorities are closing the gap; and (6) there is a definite relationship between level of education and the kinds of jobs people hold and how much they are paid. A number of other statistical analyses are presented. (Author/JF)

ED 083 744 EA 005 594

Departments of Labor and Health, Education, and Welfare and Related Agencies Appropriations for Fiscal Year 1974. Hearings Before a Subcommittee of the Committee on Appropriations, United States Senate, Ninety-Third Congress, First Session on H.R.8877. Part 1.

Congress of the U.S., Washington, D.C. Senate Committee on Appropriations.

Pub Date 73

Note—1,042p.; An Act making appropriations for the Departments of Labor and Health, Education, and Welfare and Related Agencies, for the Fiscal Year ending June 30, 1974, and for other purposes.

EDRS Price MF-\$0.65 HC-\$36.19

Descriptors—*Budgets, *Federal Aid, *Federal Programs, Health Programs, *Higher Education, *Public Education

This report contains Senate Hearings on the proposed 1974 budget for the Department of Health, Education, and Welfare (HEW). Secretary of HEW, Casper Weinberger, and his staff clarify and defend the various parts of the budget including those for health programs and social security as well as for education. Changes from the 1973 budget are shown and discussed. (Pages 129 to 130, 188 to 191, 216 to 219, 236, 316 to 319, 640 to 643, 687 to 688, and 742 to 743 may reproduce poorly.) (JF)

ED 083 745 EA 005 595

Doherty, Victor W. Hathaway, Walter E.

Designing Behavioral Goals, K-12.

Oregon Association for Supervision and Curriculum Development, Salem.

Pub Date Dec 73

Note—30p.; Oregon ASCD Curriculum Bulletin, v27 n320

Available from—Oregon Association for Supervision and Curriculum Development, P.O. Box 421, Salem, Oregon 97308 (\$1.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Guides, *Behavioral Objectives, Computer Programs, *Cooperative Programs, County Programs, *Course Objectives, Curriculum, *Curriculum Planning, Diagnostic Teaching, Educational Accountability, Educational Development, Educational Planning, Individualized Instruction, Measurement Goals, Objectives, Teacher Education
 Identifiers—Cross Discipline Education, Instructional Evaluation, Oregon, Portland

This is a guide to the nature, purpose, and potential uses of 12 course goal collections produced by the Tri-County Goal Development Project through the cooperative efforts of school

districts and intermediate education districts of three counties in the metropolitan Portland, Oregon, area. The Project initially fostered collections of educational goals appropriate for use in managing and planning at all school system levels and the coding of these goals to make their curricular uses apparent and permit their retrieval in various combinations from a computerized storage system. A long-range purpose is to help bring consistency to the way school districts develop goal structures for instructional planning and evaluation. The collections are designed to be used when school administrators make decisions about individualizing instruction, planning cross-disciplinary education, and establishing accountability. The collection can be used in long-range planning and educational development, evaluating effectiveness of regular and experimental instruction, teacher education, and diagnostic-prescriptive instruction. The Project provides both knowledge and process goals, and in this way offers alternative learning outcomes of both the traditional meaningful-reception/content-mastery type and the increasingly important rational thinking process type. (Author/EA)

ED 083 746 EA 005 596

Redfern, George B.

Involvement -- A Keyword in a Performance Evaluation Program.

Pub Date 6 Aug 73

Note—15p.; Speech given before Kentucky Association of School Administrators Meeting (Louisville, Kentucky, August 6, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Role, *Evaluation, Evaluation Methods, *Evaluation Techniques, Instructional Improvement, *Participant Involvement, *Performance Specifications, Public School Systems, Self Evaluation, Teacher Evaluation

Evaluation by mandate, stemming either from legislative statute or action of the State education agency, is a growing development. Such mandates, however, do not necessarily stipulate the precise form of evaluation. It is therefore not surprising that traditional procedures outnumber newer approaches because school administrators, supervisors, and teachers are accustomed to viewing appraisal as a one-day rating process. However, it is more sensible to design evaluation procedures that call for performance objectives, specify a cooperative plan of action to achieve these goals, engage in both self-evaluation and evaluator assessments, and conduct a conference between teacher and evaluator to discuss implications of the evaluations and make plans for the future. (Author/WM)

ED 083 747 80 EA 005 599

Ribble, Susan Keichum

State Goals for Elementary and Secondary Education. Revised.

Colorado State Dept. of Education, Denver. Cooperative Accountability Project; Wisconsin State Dept. of Public Instruction, Madison. State Education Accountability Repository.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—CAP-No-4

Pub Date Sep 73

Note—80p.; A related document is ED 069 049

Available from—State Educational Accountability Repository, Wisconsin Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Rating, *Behavioral Objectives, *Cognitive Objectives, Cooperative Programs, *Educational Accountability, *Educational Objectives, Elementary Education, Measurement Goals, Secondary Education, *State Departments of Education

Identifiers—Elementary Secondary Education Act

Title V, ESEA Title V, Instructional Evaluation
 The educational goals, as adopted formally or tentatively by the respective States, have been compiled in this single document. The goals were obtained by a survey conducted by the State Educational Accountability Repository (SEAR), a program of the Cooperative Accountability Project (CAP), administered by the State of Colorado. The predominant pattern of grouping specific goal statements under topical headings was followed as closely as possible. Except for minor changes in format, the States' educational goals presented here are exact statements of goals

identified in the original documents. This edition contains goals of 42 States, and is the first revision of the original document prepared in Fall 1972 (See ED 069 049.) Most States without educational goals indicated they are in the process of developing them. Most States concentrated on learner-oriented goals; and some have developed process and organizational goals. This compilation should serve as a useful resource for States that are delineating goals as well as for States seeking to review goals already developed. (Author)

ED 083 748 EA 005 604

Robbins, Jerry H.

Privileged Communications by Psychologists, Social Workers, and Drug and Alcohol Specialists. Spousal Agency—Governor's Office of Education and Training, Jackson, Miss.

Pub Date Nov 73

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication (Thought Transfer), *Confidentiality, Counselors, Drug Abuse, Drug Education, Ethical Values, *Ethics, Models, Psychologists, Social Workers, Specialists, *State Laws, *State Legislation
Identifiers—*Privileged Communication

Under the laws of the United States, privileged communications are strictly limited to a few well-defined categories, such as communications between attorney and client, clergyman and penitent, and physician and patient. Certain official documents are recognized as privileged, and a privilege is accorded law enforcement officers to decline to reveal confidential sources of information. This paper discusses the status of legislation on privileged communication according to (1) Mississippi statutory law, (2) statutory law in five other States, (3) major cases that have been in Mississippi courts, (4) the status of the case law on the subject elsewhere, (5) model legislation that has been proposed or recommendations for legislative action proposed by various agencies, and provides (6) recommendations developed on the basis of the material presented in the paper. (Author/MLF)

ED 083 749 EA 005 612

Elementary and Secondary Education Amendments of 1973. Hearings Before the General Subcommittee on Education of the Committee on Education and Labor, House of Representatives, Ninety-Third Congress, First Session on H.R.16, H.R.69, H.R.5163, and H.R.5823. Part 1.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 73

Note—976p.; Related to EA 005 613 and 005 614; Bills to extend and amend the Elementary and Secondary Education Act of 1965, and for other purposes

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Compensatory Education Programs, Elementary Education, *Federal Aid, *Federal Legislation, *Federal Programs, *Revenue Sharing, Secondary Education
Identifiers—*Elementary Secondary Education Act, ESEA

This report contains the texts of House of Representatives Bills and statements about those Bills made by a variety of persons involved in the field of education. The Bills propose to amend various provisions of the Elementary and Secondary Education Act of 1965 (ESEA). One Bill gives particular attention to extending the provisions of Title I, ESEA (compensatory education). Another Bill proposes a type of revenue sharing. (JF)

ED 083 750 EA 005 613

Elementary and Secondary Education Amendments of 1973. Hearings Before the General Subcommittee on Education of the Committee on Education and Labor, House of Representatives, Ninety-Third Congress, First Session on H.R.16, H.R.69, H.R.5163, and H.R.5823. Part 2.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 73

Note—1,048p.; Related to EA 005 612 and 005 614; Bills to extend and amend the Elementary and Secondary Education Act of 1965, and for other purposes

EDRS Price MF-\$0.65 HC-\$3.19

Descriptors—*Compensatory Education Programs, Elementary Education, *Federal Aid, *Federal Legislation, *Federal Programs, *Revenue Sharing, Secondary Education
Identifiers—*Elementary Secondary Education Act, ESEA

This report contains statements by a variety of persons and organizations on House of Representatives Bills amending the Elementary and Secondary Education Act of 1965 (ESEA). Particular attention is given to the value of Title I ESEA (compensatory education) programs since some of the Bills propose to amend or extend these programs. Another Bill proposes a type of revenue sharing. (JF)

ED 083 751 EA 005 614

Elementary and Secondary Education Amendments of 1973. Hearings Before the General Subcommittee on Education of the Committee on Education and Labor, House of Representatives, Ninety-Third Congress, First Session on H.R.16, H.R.69, H.R.5163, and H.R.5823. Part 3 and Appendix.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 73

Note—1,075p.; Related documents are EA 005 612-613; Bills to extend and amend the Elementary and Secondary Education Act of 1965, and for other purposes

EDRS Price MF-\$0.65 HC-\$3.19

Descriptors—*Compensatory Education Programs, Elementary Education, *Federal Aid, *Federal Legislation, *Federal Programs, *Revenue Sharing, Secondary Education
Identifiers—*Elementary Secondary Education Act, ESEA

This report contains statements made by a variety of persons and organizations on House of Representatives Bills amending the Elementary and Secondary Education Act of 1965 (ESEA). Particular attention is given to the value of Title I ESEA (compensatory education) programs, since some of the Bills propose to amend or extend these programs. Another Bill proposes a type of revenue sharing. (JF)

ED 083 752 EA 005 615

The Selection and Appointment of School Heads. A Manual of Suggestions to Boards of Trustees and Candidates.

National Association of Independent Schools, Boston, Mass.

Pub Date Nov 71

Note—15p.

Available from—National Association of Independent Schools, Four Liberty Square, Boston, Massachusetts 02109 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Characteristics, *Administrator Qualifications, *Administrator Selection, *Board Administrator Relationship, Boards of Education, Interpersonal Relationship, *Principals, Private Schools

The one personal relationship most vital to the health of the independent school is the one between the head of the school and the board of trustees. The relationship begins anew when the board is faced with the responsibility of identifying and appointing a new head. If this task is done carefully and well, all parties, in particular the school, will be the beneficiaries. This booklet provides suggestions to both trustees and prospective heads for handling effectively the various aspects of the selection process. It is useful to both parties to consider the process from their own and from one another's viewpoint. (Author/WM)

EC

ED 083 753 EC 060 296

The Education of Parents of Handicapped Children. Info-Pak 1, Selected Readings.

Michigan State Univ., East Lansing. Regional Instructional Materials Center for Handicapped Children and Youth.

Pub Date [73]

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Change, *Counseling, Disadvantaged Youth, *Exceptional Child Education, Mentally Handicapped, *Parent Educa-

tion, Parent School Relationship, *Program Descriptions, Reinforcement, *Training Techniques

The information packet contains six abridged readings on the education of parents of retarded or disadvantaged children. Specific teaching techniques such as recognizing individual performance levels are offered to maximize retarded children's learning. A handbook on parent councils discusses parent involvement in school programs for disadvantaged children and suggests ways of implementing a program or undertaking activities. The goal of a research center is described to be an increase in the educability of young children from low income homes through parent involvement, class based programs, and parent training in a home based program. Teachers are provided with guidelines for responding to parental concerns such as inability of the maturing child to understand and connect the sex act with pregnancy and its social consequences. A program is described in which a home teacher helps parents to establish individual goals for the family and the handicapped child and to eliminate the child's inappropriate behaviors by applying principles of reinforcement and shaping. Discussed are techniques that teachers and social workers can use to help parents recognize and cope with problems presented by a retarded child. (MC)

ED 083 754 EC 060 297

Career Education Programs for Educable Mentally Retarded. Info-Pak 2, Selected Readings.

Michigan State Univ., East Lansing. Regional Instructional Materials Center for Handicapped Children and Youth.

Pub Date [73]

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adolescents, *Career Education, Driver Education, *Educable Mentally Handicapped, Employer Attitudes, Employment Opportunities, *Employment Qualifications, *Exceptional Child Education, Mentally Handicapped, Role Playing, Social Adjustment, Vocational Education, *Work Study Programs, Young Adults

The information packet contains six abridged readings on career education programs for educable mentally retarded (EMR) adolescents and young adults. A driver training program is discussed which serves special needs of EMR students and is based on the premise that travel independence provides more vocational opportunity. A guidebook presents facts about EMR persons for employers, personnel directors, and vocational rehabilitation people. Recommended for teachers is use of the sociodrama in high school training programs to enable EMR students to acquire social concepts and skills for later job adjustment. Described for teachers of EMR students are special needs of students, available opportunities in the health service industry, and teaching methods that may resolve training problems. It is recommended that high school work study programs provide a center for each type of training and combine academic knowledge with skill training. Cooperation between vocational and special education teachers is sought for a new job cluster program for handicapped persons. (MC)

ED 083 755 EC 060 298

Early Childhood Education. Info-Pak 3, Selected Readings.

Michigan State Univ., East Lansing. Regional Instructional Materials Center for Handicapped Children and Youth.

Pub Date [73]

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Change, Checklists, *Early Childhood Education, *Exceptional Child Education, Handicapped Children, Identification, *Inservice Teacher Education, *Intervention, *Program Descriptions

The information packet contains five abridged readings on early childhood education of handicapped children. Problems encountered in inservice education in childhood education programs are discussed and some proposals for future programs are advanced. Described is a training program which uses an interdisciplinary approach to young handicapped children's problems, promotes staff formulation of communications and educational goals, and provides awareness building experiences for the children.

Reported are results of a 2-year itinerant program for early training of handicapped children and their parents through interviews with parents, home observation, and establishment of a toy library. A checklist of observable behaviors in areas of personality, language, intelligence, transference, and motor control is provided to aid teachers in the identification of mentally retarded children. Described is an approach to the learning problems of young exceptional children in which teachers are introduced to use of behavior modification through case studies showing individualized methods of eliminating inappropriate behaviors. (MC)

ED 083 756 EC 060 299
Progress of Education in the United States of America: 1970-71 and 1971-72.

Institute of International Studies (DHEW/OE), Washington, D.C.

Spons Agency—International Bureau of Education, Geneva (Switzerland).

Pub Date 73

Note—68p.; Report for the Thirty-Fourth International Conference on Education (United Nations Educational, Scientific, and Cultural Organization)

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402 (Stock No. 1780-01238; \$0.95)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administration, Career Education, Demonstration Projects, *Educational Trends, *Exceptional Child Education, *Federal Government, Federal State Relationship, Handicapped Children, Historical Reviews, International Organizations, Secondary Education, *Statistical Data, *Trend Analysis

The report summarizes the state of U.S. education, presents statistics for the school years 1970-1972, considers educational organization and administration, and focuses on secondary education's role in training and employment. The report is offered in English, French, Spanish and Russian. Achievement and reform, which are said to mark the state of education, are discussed in relation to growth in services, educational approach, school finance, post secondary education, and the teaching of reading. Textually and tabularly presented statistics are given for enrollment, teachers, graduates, school retention rates, educational attainment, and public school income/expenditures. Educational organization and administration are described in terms of federal and state responsibility, educational structure, and experimental approaches such as the multiunit plan, modular scheduling, open and free schools, and schools without walls. The concept of career education which is aimed at reducing the number of students who leave high school without preparation for employment is emphasized as part of the secondary school's current role in training and employment. Appended are a list of references as well as summaries of the education amendments of 1972 which pertain to higher education, new administration programs, and emergency school aid. (MC)

ED 083 757 EC 060 300
Elbers, Gerald W.

The Education Professions 1971-72, Part III—Supply and Demand for Special Education Personnel.

Office of Education (DHEW), Washington, D.C. Pub Date 73

Note—54p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 1780-01114; \$0.80)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Trends, *Exceptional Child Education, *Federal Government, *Federal Legislation, Handicapped Children, Professional Personnel, *Special Education Teachers, *State Federal Aid

Presented is the 1971-72 annual report on the current supply of and demand for special education (SE) personnel, which is published by the U. S. Commissioner of Education. The introduction gives an overview and includes incidence of handicapped children (7 percent to 12 percent of the population) a definition, types of school programs, and information relating to supply, demand, and the federal role. Described as major influences on requirements for SE personnel are definitions of the handicapped population and kinds of services the population needs. Personnel

supply is discussed in terms of the quantitative and qualitative impact of federal legislation on the supply of qualified SE personnel, characteristics of current personnel, and SE training for regular classroom personnel. Assessment of future SE personnel requirements is said to depend on probable effects of educational trends and new approaches such as to improved data collection at the federal and state levels. Assessment of future SE personnel supply is said to depend on such factors as the funding of institutional training programs and strategies affecting training alternatives. Included in appendixes are lists of handicapping conditions by educational grouping and definition, and an alphabetical list of schools that did or did not receive federal funds to educate SE personnel during 1970 to 1971. (MC)

ED 083 758 EC 060 301
Gentile, Augustine Ramin, J. Bentley

Reported Causes of Hearing Loss for Hearing Impaired Students; United States 1970-71.

Gallaudet Coll., Washington, D.C. Office of Demographic Studies.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 73

Note—62p.; Data from the Annual Survey of Hearing Impaired Children and Youth

Available from—Gallaudet College Book Store, Washington, D. C. 20002 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aurally Handicapped, *Etiology, *Exceptional Child Research, Heredity, *Incidence, *National Surveys, Prenatal Influences Identifiers—Postnatal Influences

Reported are causes of hearing loss for 41,109 hearing impaired students enrolled in 555 special educational programs as part of a national annual survey during the 1970-71 school year. Data is provided on the relationship between hearing loss etiology and the following variables: age and sex of students, additional handicapping conditions, family history of hearing loss, age of discovery, hearing threshold levels, and type of educational program. The data indicated that the cause of hearing loss was due to prenatal factors for almost two thirds of the students, that maternal rubella was the greatest single cause of hearing loss (14 0/0 of all cases and 21 0/0 of cases caused by prenatal factors), that meningitis was the greatest single cause of hearing loss occurring after birth (5 0/0 of all cases and 13 0/0 of cases caused by postnatal factors), and that hereditary factors were the cause of hearing loss for only about 8 0/0 of the students, though an additional 12 0/0 of the students had one or more hearing impaired relatives in their immediate family. (Author/DB)

ED 083 759 EC 060 302
Adkins, Lea M. And Others

Clinical Teacher Desired Pupil Behaviors: An Individualized Mathematics Curriculum.

Florida State Univ., Tallahassee. Coll. of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Training Programs.

Bureau No.—119054A

Pub Date 73

Grant—OEC-0-71-1668(603)

Note—130p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Behavioral Objectives, Course Objectives, Criterion Referenced Tests, *Curriculum Guides, *Diagnostic Teaching, Elementary School Students, *Exceptional Child Education, Handicapped Children, Individualized Instruction, *Mathematics

The mathematics curriculum guide stresses the development of desired pupil behaviors in handicapped elementary school children through an individualized clinical teaching approach. The curriculum emphasizes behaviorally specified and measurable mathematics objectives found to be necessary for success in regular educational programs. The guide is explained to be currently used by clinical teacher trainees during field practicum and internship experiences. Presented in flow chart form are the conceptual and instructional models for the following mathematical ideas or operations (module clusters): basic properties of sets, numeration, addition, subtraction, multiplication, division, and fractions. The curriculum is organized by competency (such as basic operations), module cluster (such as subtraction), and module (such as regrouping for

subtraction). Given for each module are purpose, behavioral objectives, techniques of instructional implementation, and sample test items. The final section provides competency tests for each of the module clusters. (DB)

ED 083 760 EC 060 311
Patterson, Jo

Why Doesn't an Igloo Melt Inside? A Handbook for Teachers of the Academically Gifted and Talented.

Memphis City School System, Tenn.

Pub Date 73

Note—95p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Ability Identification, *Class Activities, Class Management, *Creative Thinking, Elementary School Students, *Exceptional Child Education, *Gifted, Group Discussion, Independent Study, *Teaching Guides

The guide for teachers of academically gifted elementary school children focuses on the provision of challenging learning experiences designed to involve the students as active participants. Compared are approaches to identification of the gifted such as use of intelligence scores, achievement test scores, and teacher or principal recommendation. Stressed for teachers is the establishment of a classroom climate which allows freedom of thinking. Examples are given of techniques used to teach creative thinking skills through mind stretchers (puzzles), creative activities (such as writing poetry), hypothesizing (about problems such as why an igloo doesn't melt inside), group dynamics activities (such as finding creative uses for unusual objects), analyzing propaganda, sentence reasoning, and logic elimination problems. Suggestions are given for effective questioning techniques for group discussions. Mini-courses on topics such as archaeology or the heart are seen to be particularly appropriate for gifted students. Independent research projects which might involve interviewing experts, taking field trips, and reading books are also recommended. Appended are a bibliography and a behavioral rating scale. (DB)

ED 083 761 EC 060 312
DiMichael, Eleanor, Ed. O'Connor, Gavin, Ed.

A Special Study Institute on Oral Language Skills Antecedent to Reading.

New York City Board of Education, Brooklyn, N.Y. Bureau for Speech Improvement; New York State Education Dept., Albany. Bureau for Physically Handicapped Children.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—120p.; Proceedings of Special Study Institute on Oral Language Skills Antecedent to Reading (January 18, 19, 1973, The Herbert Lehman College, Bronx, New York)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Aurally Handicapped, *Conference Reports, *Exceptional Child Education, *Language Development, Learning Disabilities, Oral Communication, *Reading, *Reading Readiness, Speech Handicapped

Presented are 11 papers given at a study institute on oral language skills antecedent to reading for educators of the speech, hearing, and learning disabled. Doris Johnson, in a paper entitled "Interrelationships Between Auditory Disorders and Higher Levels of Learning", stresses the importance of auditory comprehension for language development. A psychologist's viewpoint is given by Thomas Bever who warns that language cannot be adequately described using a single representational level. Language acquisition development and therapy is the topic of the paper by Lois Bloom, the keynote speaker. Dorothy Sparr reviews existing tests of reading readiness and notes trends for more sophisticated tests and increased individualized instruction. Multi-sensory instructional approaches including television are discussed by Vivian Horner. Visual learning is emphasized by Jack Debes. Bluma Weiner examines approaches to reading instruction in terms of the reading circuit and levels of experience. Reading for meaning is the level of reading behavior and instruction centered on by Phyllis Kornfeld. An instructional system, "The High Intensity Learning Systems-Reading", is described by Joan Hyman who also reports on a study evaluating the program's effectiveness. Norma Rees relates the role of the speech pathologist to the reading process. In the con-

cluding remarks, Mardel Ogilvie encourages the interrelationship of disciplines in language study and development. (DB)

ED 083 762 **EC 060 313**
Developing Art Experiences for the Emotionally Handicapped Child.

New York City Board of Education, Brooklyn, N.Y. Office of Special Education and Pupil Personnel Services.; New York State Education Dept., Albany. Div. for Handicapped Children. Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 72

Note—53p.; Highlights of the Proceedings of a Special Study Institute (January 26-28, 1972, Queens College, Flushing, N.Y.)

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Art, *Emotionally Disturbed, *Exceptional Child Education, Handicrafts, *Institutes (Training Programs), Television, Workshops

Presented are the proceedings of a special study institute for educators on the development of art experiences with emotionally disturbed children. The planning committee, institute faculty, program agenda, and participants are listed. Puppet presentations by emotionally disturbed children are reported to have opened the institute. Institute workshops are described for the following areas: visual arts and crafts and the emotionally handicapped child, teaching styles and videotape, art activities and the emotionally handicapped child, and electrography (creative video) with the emotionally handicapped child. The following topics are briefly discussed: the "bread and puppet theatre", art for the exceptional child, teaching emotionally handicapped children at the Doctor Franklin Perkins School, wool painting/sand painting/weaving, working with sensory-motor areas and perceptual concepts, electrography as an art medium for emotionally handicapped children, the observer and the observed in videotaping, diagnostic and remedial procedures with learning-disabled and emotionally-disturbed children, and developing art experience for emotionally disturbed boys. Evaluation of the institute by the participants is summarized. (DB)

ED 083 763 **EC 060 314**

Blakeley, Richard And Others

Physical Aspects of Residential Living 1972.

Central Wisconsin Colony and Training School, Madison, Wis.
Pub Date 72

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Custodial Mentally Handicapped, *Exceptional Child Education, *Institutional Environment, *Mentally Handicapped, *Physical Environment, Trainable Mentally Handicapped

The monograph presents four papers on the significance of the physical environment in residential facilities for retarded individuals which describe initial efforts to improve the physical characteristics of an institution serving a severely and profoundly retarded, as well as multiply handicapped, population. R. Scheerenberger considers the effects of the physical environment on the behavior of both residents and staff and notes implications for respect for human rights and dignity. A new interior design program for the institution is described by A. Hobbs to include home-like surroundings and promotion of greater sensory-perceptual experiences. K. Bongers explains the institution's romper room program for children under 7 years of age which stresses integration of sensory-motor learning experiences and has required that special equipment be designed. The final paper, by R. Blakeley, encourages the development of a physical environment which will optimize development and minimize negative effects of institutionalization. (DB)

ED 083 764 **EC 060 315**

Educational Simulations: A Project Report. New Approaches for Behaviorally Exceptional Youth.

Santa Cruz County Superintendent of Schools, Calif.
Pub Date Jun 73

Note—76p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adolescents, Delinquents, Drug Abuse, *Emotionally Disturbed, *Evaluation,

*Exceptional Child Education, Games, *Simulation

Identifiers—Santa Cruz

Evaluated was the use of 12 simulation games with approximately 650 adolescents in 19 corrective schools in Santa Cruz county including ranch schools, juvenile hall schools, drug dependent minor programs, and youth authority facilities. Topics of the simulation games were peer pressure, looking for and keeping a job, mathematics, driving responsibility, finding a place to live, fractions, ego building, use of leisure time, and buying and selling. Evaluation data on each game included the teacher's appraisal of each player's performance, the teacher's appraisal of the simulation, and the student's appraisal of the simulation. Evaluation resulted in positive conclusions regarding the usefulness of the games and specific recommendations as to the most appropriate simulations by type of student and student grade level. Appended are questionnaires and appraisal forms used in the evaluation. (DB)

ED 083 765 **EC 060 316**

Special Education Management System Project Document. 1. The Project.

Santa Cruz County Superintendent of Schools, Calif.
Pub Date 29 Jun 73

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administration, Behavioral Objectives, *Behavior Rating Scales, Diagnostic Teaching, *Exceptional Child Education, Financial Support, *Handicapped Children, Personnel Policy, *Student Evaluation, Task Analysis

The report of a 3-year project in Santa Cruz, California to develop guidelines for determination of special education program funding levels is presented. The project has resulted in the Santa Cruz Behavioral Characteristics Progression (BCP) which aids the teacher in pupil assessment and the Santa Cruz Task Base Composite (TBC) which helps the administrator describe and relate staff tasks to pupil behavioral objectives. The BCP is reported to be the basis for diagnostic and remedial efforts replacing conventional labeling practices and to serve as an assessment, instructional, and communication tool. The BCP chart is grouped into categories referred to as behavioral strands and is reported to have been used with approximately 1700 students. The TBC is explained to serve as an assessment, planning, and communication tool for staffing and administrative decisions. Approximately 700 progressive tasks, defined as activities of a program staff member, are arranged in chart form in the TBC which has been field tested in Santa Cruz County. (For additional information see EC 060 317, EC 060 318, and EC 060 319.) (DB)

ED 083 766 **EC 060 317**

Special Education Management System Project Document. 2. Santa Cruz BCP Observation Booklet.

Santa Cruz County Superintendent of Schools, Calif.
Pub Date 73

Note—218p.; Including three Behavioral Characteristics Progression Charts

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Behavioral Objectives, *Behavior Rating Scales, Criterion Referenced Tests, *Diagnostic Teaching, *Exceptional Child Education, *Handicapped Children

Identifiers—Santa Cruz

Presented in booklet and chart form is the Behavioral Characteristics Progression (BCP), part of the Santa Cruz Special Education Management Project, consisting of 2400 observable traits grouped into 50 behavioral strands. The BCP is seen to be a nonstandardized criterion referenced tool which replaces conventional age and disability labels with observed attainment on the progressive behavioral objectives. The reverse side of the chart details procedures for teacher use of the BCP which include preliminary preparation, observation and recording, determination of instructional objectives, and continued charting during instruction. The following behavioral strands are included: health, attendance/promptness, feeding/eating, drinking, toileting, grooming, dressing, undressing, nasal hygiene, oral hygiene, self-identification, sensory perception, auditory perception, visual motor, gross motor, pre-articulation, articulation, lan-

guage comprehension, language development, listening, adaptive behaviors, impulse control, interpersonal relations, personal welfare, self-confidence, honesty, social speech, attention span, task completion, reading, practical math, spelling, reasoning, music and rhythms, art and crafts, prevocational skills, kitchen skills, homemaking skills, outdoor skills, sign language, fingerspelling, orientation, and mobility. (For additional information see EC 060 316, EC 060 318, and EC 060 319.) (DB)

ED 083 767 **EC 060 318**

Special Education Management System Project Document. 3. Santa Cruz TBC Procedures.

Santa Cruz County Superintendent of Schools, Calif.
Pub Date 73

Note—57p.; Including Task Base Composite Chart

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Policy, *Exceptional Child Education, Financial Policy, *Handicapped Children, *Personnel Policy, Staff Role, *Task Analysis

Presented in chart form with accompanying booklet is the Task Base Composite (TBC), part of the Santa Cruz Special Education Management System Project, which lists 700 staff tasks to aid in the administrative determination of personnel needs, deployment, and program costs. Listed tasks are either "Learner Line" (tasks directly involving or affecting the pupil), preceding tasks (tasks generally completed before Learner Line tasks), and succeeding tasks (tasks generally completed after the Learner Line tasks). Procedures for use of the TBC are outlined including the determination of which staff position should implement each task. The TBC task numbers are correlated with position description sheets listing job responsibilities. Examples are given for developing task time estimates, useful for determination of personnel needs and program cost. The TBC is intended to be used in conjunction with the Behavioral Characteristics Progression chart. (For additional information see EC 060 316, EC 060 317, and EC 060 319.) (DB)

ED 083 768 **EC 060 319**

Special Education Management System Project Document. 4. Appendix.

Santa Cruz County Superintendent of Schools, Calif.
Pub Date 73

Note—88p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Ability Identification, Class Activities, *Exceptional Child Education, *Handicapped Children, Job Skills, Testing

Identifiers—*Labeling

The appendix to the report of the Santa Cruz Special Education Management System contains an article on labeling: a list of consultants; sample job descriptions and catalyst cards; a list of assessment tools used to develop the Behavioral Characteristics Progression (BCP); and a bibliography. The article notes limitations imposed by conventional systems of labeling by age and degree of disability and recommends the use of a listing of behavioral characteristics to aid in the education of the exceptional or normal child. Listed separately are the consultants for the BCP program and the consultants for the Task Base Composite project. Sample job descriptions are provided for teachers of the orthopedically handicapped, administrators of juvenile halls, and teachers of the trainable mentally handicapped. Sample catalyst cards give suggested activities correlated with the BCP strands, appropriateness with various sized groups, approximate time required, and materials. Approximately 100 measures are listed, including tests, curriculum guides and developmental charts used to develop the BCP. The bibliography gives approximately 325 references. (For additional information see EC 060 316 through EC 060 318.) (DB)

ED 083 769 **EC 060 323**

Moore, Mary W.

Professional Preparation of Teachers of Reading with the Optacon.

Pittsburgh Univ., Pa. Dept. of Special Education and Rehabilitation.

Spons Agency—Richard King Mellon Foundation, Pittsburgh, Pa.
Pub Date 73

Note—70p.; Special Study Institutes (Summer, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Exceptional Child Education, *Inservice Teacher Education, Institutes (Training Programs), *Reading, Sensory Aids, Summer Programs, Tactual Perception, Teaching Guides, Teaching Methods, *Visually Handicapped

Identifiers—*Optacon

A guide used by inservice teachers and agency caseworkers in three 2-week summer institutions (1973) for teaching visually handicapped children and adults how to read with the Optacon, a portable optical-to-tactile-converter, is presented. The institutes are said to have been of a two-year special education pilot project to demonstrate usefulness of the Optacon. Institute personnel and participants are listed. The Optacon is described in terms of development through a government/university/industry program, unaided reader use with any type between six and 20 points, and portability (4 pounds). Operation is discussed whereby a reader tracks regular print with a camera and reads on a tactile array which contains vibrating pins. Listed in the course outline for teaching reading with the Optacon are components such as instructional materials, strategies, and psychological factors. Competencies for teaching integration of motor, perceptual, and cognitive skills are specified for teachers and such techniques as remembering a serial sequence of letters to recognize a word are suggested. Appendixes comprise more than half the document and contain the following components: instructions for presenting letters to Optacon readers such as describing lower case "h" with "left ascender is attached to one hump"; tapes listed by type font and record speed in areas such as word recognition, building, and speed skills; sample training logs including information given by tracking aid used, control settings, camera materials, and comments/difficulties; and lists of books, publishers, training materials, and tests to evaluate student potential for learning to read with the Optacon. (MC)

ED 083 770

EC 060 324

A Model Program of Comprehensive Educational Services for Students With Learning Problems.

Union Township Board of Education, N.J. Spons Agency—New Jersey State Dept. of Education, Trenton.

Pub Date 73

Note—182p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Achievement, Class Activities, Elementary School Students, *Exceptional Child Education, *Instructional Materials, *Learning Disabilities, Motor Development, *Program Descriptions, *Regular Class Placement, Secondary School Students, Teacher Developed Materials, Teaching Guides, Technology

Identifiers—New Jersey

Programs are described for learning-disabled or mantally-handicapped elementary and secondary students in regular and special classes in Union, New Jersey, and approximately 58 instructional episodes involving student made objects for understanding technology are presented. In part one, components of the model program such as the multi-learning disability class, core program, occupational program for retarded students, employment orientation, a perceptual training activity bank, and inservice training using a microwave television broadcast system are described. Appended are by-laws for a teacher/parent council, an equipment list for the occupational center, and descriptions of vocational/occupational programs for handicapped students. In part two, teacher developed regular class activities for the children's technology curriculum are usually described in terms of academic area to be remediated, source of materials needed for construction, motivation, and procedure (diagrams are included). At the lower primary level, students are introduced to use of basic tools. At the primary and intermediate levels, students make items such as a portholder rack, book rack, sawhorse, and bluebird home, or use the adding machine, calculator, and typewriter. Included for intermediate level students are activities for experimenting with plants and for building a galvanometer, a weather station, an incubator, an electric question game, and a water table demonstration model. (MC)

ED 083 771

EC 060 325

Barraga, Natalie And Others

Aids for Teaching Basic Concepts of Sensory Development.

American Printing House for the Blind, Louisville, Ky. Instructional Materials Reference Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No.—H2289B

Pub Date 73

Grant—OEG-2-6-062289-1582

Note—157p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Behavioral Objectives, Childhood, Cognitive Development, Concept Formation, Early Childhood, *Exceptional Child Education, *Instructional Materials, Number Concepts, Readiness (Mental), *Sensory Training, *Sequential Learning, Skill Development, *Visually Handicapped

Instructions for using and constructing approximately 58 instructional materials to aid young visually handicapped children in developing basic sensory concepts are presented. The materials are said to foster important ideas in variously aged children who have difficulty using their hands or understanding numerical concepts. Use of the materials is advised after students are exposed to different media indicating what hands can do and when students are prepared for readiness work. The materials are said to develop the following hand skills: handling, placing, putting together, arranging, fitting, pushing, pulling, assembling, and maneuvering. Directions are given for using the teaching aids, teaching according to main concept in sequence, obtaining commercial materials, and constructing the materials. Each material is presented in terms of description, purpose, behavioral objective, procedures, use, other materials needed, and directions for construction. Presentation is sequential, in order of large and simple to small and complex for attainment of the following concepts (number of materials for each concept is in parenthesis): form (11), position (nine), size comparisons (11), texture (five), similar and different shapes (nine), number (four), and enrichment of basic concepts (nine). Usually provided is a diagram and a photograph to illustrate materials such as the frame-a-circle, position peg board, big and little triangles board, texture matching blocks, sound matching board, and object concept plaques. (MC)

ED 083 772

EC 060 326

Sarnon, Marshall P. And Others

Research Reports: Superior Students in Wisconsin High Schools.

Wisconsin Univ., Madison. Research and Guidance Lab. for Superior Students.

Pub Date 71

Note—68p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Ability Identification, *Abstracts, College Students, Counseling, Curriculum, *Exceptional Child Education, *Exceptional Child Research, *Gifted, Identification, *Program Descriptions, Research and Development Centers, Research Reviews (Publications), Student Evaluation

Identifiers—Wisconsin

The Research and Guidance Laboratory for Superior Students at the University of Wisconsin which offers educational procedures and guidance for Wisconsin students, grade 9 through college age, is described and research reviews, as well as 70 abstracts of research conducted in the laboratory are included. The program is discussed in relation to teacher identification of students, a yearly visit by students to the laboratory, and laboratory staff visits to cooperating high schools. Included are identification criteria used by teachers and a seven step procedure used by one high school to select students for the program. Methodology for appraising capabilities of students is described in four abstracts on analysis of personal documents, seven abstracts on actuarial methods of prediction, and two abstracts on oral problem solving. Descriptions of students are given in 14 abstracts on characteristics, two abstracts on grouping preferences, and four abstracts on curricular preferences. Unusual classroom and curricular provisions for gifted students in high schools are described tabularly and in 16 abstracts. Nineteen abstracts are devoted to counseling and guidance procedures, which are additionally considered in relation to such aspects

as work with parents and a team approach. Post high school choices and achievements are covered in 19 abstracts and in subsequent discussions on areas such as self concept and career choice. Appendixes include a second year information form, oral problems exercises, and test scores for grades 9 through 12. (MC)

ED 083 773

EC 060 332

Patterson, Jo

Report for Diffusion. Project CLUE, Memphis Component.

Memphis City School System, Tenn.

Pub Date 14 Jun 73

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Childhood, *Class Activities, *Exceptional Child Education, *Gifted, *Program Descriptions, *Special Classes

Identifiers—Memphis

The report of the Memphis component of Project CLUE (Cooperative Leadership for Urban Education) which serves 600 academically gifted children in grades 4, 5, and 6 with a seminar program requiring 2 half day sessions weekly is presented, and the current expansion of the program into the junior high and first grade levels is noted. The centers are reported to be located in 11 area schools and to have as a major objective the provision of highly challenging learning experiences not available in the regular classroom curriculum. Described among program activities are brain teasers, group dynamics, experiences, independent study, logic problems, mini-courses, the study of propaganda, discussions, fieldtrips, and creative activities. Discussed are staff requirements and development, physical facilities, and cost (per pupil expenditure of \$216). Continuous evaluation of the program is reported. Also provided is a model of student involvement used in the program which stresses active rather than passive involvement in a process which includes the discussion group, research, production, and evaluation. A chart outlines the process of involvement in terms of teacher preparation, establishment of seminar environment, and increasing student involvement. For related information see EC 060 311. (DB)

ED 083 774

EC 060 333

Abel, Georgie L. And Others

Learning Through Listening: Applying Listening Skills to the Curriculum.

California State Dept. of Education, Sacramento. Div. of Special Education.

Pub Date 73

Note—68p.; Proceedings of a Special Study Institute

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Auditory Perception, Blind, *Educational Technology, *Exceptional Child Education, *Handicapped Children, *Institutes (Training Programs), *Listening Skills, Reading, Special Education Teachers, Speech Compression, Tape Recordings

Four papers and reports of six demonstrations given at a 5-day institute for 60 teachers of handicapped children on the topic of listening skills in the curriculum are presented. Teachers are said to have been encouraged to make optimum use of technology to improve the educational program. Ursula Hogan discusses the nature of listening as related to reading and classroom performance. Rose-Marie Swallow analyzes listening and auditing in terms of auditory perception components. Dean Tuttle stresses the importance of listening as a means of reading and suggests objectives and activities to develop listening skills. Compressed speech is given as one way to read by listening in the paper by Emerson Foulke. The following institute demonstrations are briefly described, establishment of communication with a nonverbal cerebral palsied boy, the use of videotape with a group of retarded women, recording for the blind, equipment used by the Library of Congress to record books, slides showing the importance of technology to teachers of handicapped children, and a description of the Master Tape Library at the Compressed Speech and Aural Media Center. Appended are articles on the status of speech compressors, the establishment of computer services for the blind in Kentucky, the audio-tutorial method; and a list of sources for appropriate commercial materials. (DB)

ED 083 775

EC 060 390

Smith, Donna K., Ed.

Motor-Academic-Perceptual Curriculum Guide for the Early Childhood Education of the Multiply Handicapped.

ARIN Intermediate Unit 28, Indiana, Pa.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No.—48-03016-32-500

Pub Date 73

Note—248p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Class Activities, *Curriculum Guides, *Early Childhood Education, *Exceptional Child Education, *Instructional Materials, Mentally Handicapped, Motor Development, *Multiply Handicapped, Perceptual Development, Readiness (Mental), Teaching Methods

The curriculum guide for early childhood education of the multiply handicapped covers motor, academic, and perceptual skills. Operational definitions and developmental characteristics of the mentally retarded introduce the guide. Considered are the role of the teacher and teacher's aide, the classroom facilities, and scheduling. A chapter on techniques of instruction looks at the preparation of instructional objectives, continuous evaluation, individualized educational prescriptions, task analysis, classroom management, and instruction through imitation. Physical factors such as medical information, seizures, and dental care are discussed. Examined in the chapter on motor skill development are the role of the physical therapist, and development of gross and manipulative motor skills, self-care skills, and body awareness. Basic readiness and communication skills of the academic program are described. Development of the five senses is focused on in the chapter on perceptual skill development. Suggestions for appropriate field trips and instructional units emphasizing motor-academic-perceptual skill development are provided. The importance of teacher inservice training and parent involvement is stressed. Listed are instructional aids such as video-tape equipment and free or inexpensive materials. An annotated bibliography of approximately 65 materials for teacher reference is also included. Among the appendices are a development checklist, a behavior prescription, and a test of motor-perception. (DB)

ED 083 776

EC 060 391

Mann, Lester: And Others

A Comparison of Three Methods of Physical Education Programming for Emotionally Disturbed Children. Final Report.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—482717

Pub Date Mar 73

Grant—OEG-0-70-3557(607)

Note—320p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Academic Ability, Aggression, Childhood, *Coordination, Early Childhood, Emotional Adjustment, *Emotionally Disturbed, *Exceptional Child Research, Hyperactivity, Motor Development, *Physical Education, Physical Fitness, *Program Descriptions, Program Effectiveness

The procedures, analyses, results, and discussion of a project which compared three methods of physical education programming for 96 emotionally disturbed children (6 to 14 years of age) in an 8-week summer camp program held during two summers are presented. The first year's program is seen to have served as a field test, with the most reliable data resulting from the second year's program. Four groups, each with eight aggressive, eight hyperactive, and eight withdrawn children are reported to have been assigned to four treatments: control, physical fitness, general coordination, and specific coordination. Detailed training manuals used in the program are provided for each of the three treatments. It is explained that the physical fitness group received activities aimed at improving strength, endurance, speed, and flexibility, while the general coordination group received activities to improve a child's ability to maneuver his body, and the specific coordination group received activities to improve performance in selected games. The following major findings are reported: the specific coordination group exhibited superior performance on

the strength criterion, the Bender developmental age scores, and the Devereux measure; though the general coordination group excelled in having the least impatience and equaled the specific coordination group in coordination. It is concluded that restructuring the physical activities of the disturbed children raised the quality of motoric behavior but had little effect on emotional adjustment or academic aptitude. (DB)

ED 083 777

EC 060 408

Action Guidelines: Evaluating and Monitoring Education Services for Mentally Retarded Persons.

National Association for Retarded Children, Arlington, Tex. South Central Regional Office.

Pub Date Jan 73

Note—34p.

Available from—National Association for Retarded Children, 2709 Avenue E East, Arlington, Texas 76011

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Change Agents, *Community Organizations, Court Cases, *Equal Education, *Exceptional Child Education, *Guidelines, Legislation, *Mentally Handicapped, National Organizations

The action guidelines are intended to aid state and local associations for retarded children in ensuring the delivery of appropriate educational services to all mentally retarded children. Stressed are the effects of the right-to-education court decisions in guaranteeing education for the mentally handicapped. Considered in the introduction are existing gaps in services, ways to obtain services through the courts and legislation, the role of the National Association for Retarded Children in ensuring the right to education, and the make-up and functions of state and local education committees. Action steps for state and local education committees are suggested and include reviewing existing education legislation and making use of board of education meetings to inform local policy makers. Evaluation in the areas of administration and organization of educational programs, facility architecture, classification and placement, educational programming, family involvement, and qualifications of special education teachers is encouraged. The question of when litigation should be mounted is examined in the chapter on legislation and litigation. The appendix lists suggested areas of program emphasis for profoundly retarded at the preschool, school age, and adult levels. (DB)

ED 083 778

EC 060 409

Sator, Rita A., Ed.

Physical Education for Handicapped Children and Youth.

Ithaca Coll., N.Y. School of Health, Physical Education, and Recreation.

Spons Agency—New York State Education Dept., Albany. Div. for Handicapped Children; New York State Education Dept., Albany. Div. of Health, Physical Education, and Recreation.

Pub Date [73]

Note—173p; Proceedings from the first State-wide Conference, October 1-3, 1972, Ithaca College, New York

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Athletics, Behavioral Objectives, *Conference Reports, *Exceptional Child Education, Games, Handicapped Children, Motor Development, Perceptual Development, *Physical Education, Physical Fitness, Recreation, *Teaching Methods

Included in the daily program are listings of demonstration events, film showings, sports activities and session offerings. After a greeting from Jean Kennedy Smith for the Kennedy Foundation, the Special Olympics program is reviewed and ways are suggested for developing a local program. Discussed are new dimensions in physical education for the handicapped; also considered are methods, procedures, and planning for a comprehensive high school physical education program for severely physically handicapped (PH) students. Perceptive motor-development exercise are presented by objective, learning experience, and resource for preprimary through intermediate level educable mentally retarded (EMR) and trainable mentally retarded (TMR) students in areas such as sensory awareness; and for primary through advanced level emotionally disturbed (ED), learning disabled, brain injured, and visually impaired students in areas such as spatial relationships. The following exercises are

presented in the same format: physical fitness exercises for all age levels of handicapped students; aquatic exercises for primary and intermediate TMR and hearing impaired students; basic conditioning exercises for gymnastics for intermediate and advanced EMR and TMR students; lead up skills for group games and team sports for intermediate ED and PH students; and corrective, developmental, and recreational activities for children with chronic respiratory conditions and for Milwaukee brace wearers. A conference evaluation and sources of materials are appended. (MC)

ED 083 779

EC 060 410

Studies in Achievement Testing, Hearing Impaired Students. United States: Spring 1971.

Gallaudet Coll., Washington, D.C. Office of Demographic Studies.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 73

Note—86p; Annual survey of hearing impaired children and youth

Available from—Gallaudet College Book Store, Washington, D.C. 20002 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Achievement Tests, *Aurally Handicapped, *Exceptional Child Research, Performance Factors, Test Construction, Testing, Test Interpretation, *Test Reliability, *Test Validity

Identifiers—*Stanford Achievement Test

Results of three studies based on Stanford Achievement Test data collected during the National Achievement Testing Program for Hearing Impaired Students in Spring, 1971 are reported. Compared in the first study are performance patterns of hearing impaired students on the Intermediate I and Advanced batteries with patterns of hearing standardization groups on the same test levels. Content sub-areas within the subtests are analyzed and areas in which hearing impaired students performed better or worse than the standardization group are identified. Technical problems relating to test construction are noted. In the second study, the discriminative validity of items in five selected subtests of the Intermediate I battery is examined and whether the items effectively distinguished between high and low achieving students is determined. Examples of items for each of the five subtests are presented to show high and low discrimination coefficients. The paragraph meaning and science subtests are said to have the highest proportions of low discriminating items and thus the lowest average discrimination coefficients. Reported last are findings of a reliability study of the Primary II battery which involved use of Alternate Forms X and W for the hearing impaired with a sample of 192 students. The standard errors of measurement and other related data are presented. Included in appendices are descriptions and limitations of the achievement testing program, testing procedures, and a list of schools and classes that participated in the program. (MC)

EM

ED 083 780

EM 010 239

Horkheimer, Foley A. Alley, Louis E.

Educators Guide to Free Health, Physical Education and Recreation Materials; A Multimedia Guide. Sixth Annual Edition.

Educators Progress Service, Inc., Randolph, Wis.

Pub Date 73

Note—622p.

Available from—Educators Progress Service, Inc., Randolph, WI 53956 (\$9.00)

Document Not Available from EDRS.

Descriptors—Athletic Activities, Athletic Equipment, *Catalogs, *Instructional Aids, *Instructional Materials, *Instructional Media, Physical Activities, *Physical Education, Physical Health, Physical Recreation Programs, Recreational Activities, Recreational Facilities

Identifiers—Free Materials

The guide lists 2,955 free items, of which 1,336 are new in this edition, relevant to health, physical education, and recreation. Each item is listed under one of the categories, and is provided with information about type of medium, specifications of the product, a brief description of the product, and its cost and distributor. A title index, a sub-

ject index, and source and availability indexes are included. (SH)

ED 083 781 EM 011 072

Shayon, Robert Lewis

The Crowd-Catchers: Introducing Television.

Pub Date 73

Note—175p.

Available from—Saturday Review Press, 380 Madison Avenue, New York, NY 10017 (\$6.95)

Document Not Available from EDRS.

Descriptors—Books, Broadcast Industry, Children, *Commercial Television, Programming (Broadcast), *Social Change, *Technological Advancement, *Television

While television's disturbing and unpredictable power to affect society and people constructively or destructively has been growing, the public's understanding of this medium has not. This book attempts to assemble fundamental and significant insights about television and to convey them in a popular yet substantive fashion for the reader with more than a casual interest in television. Its purpose is to provide the reader with an understanding of the field such that he can direct his attention to specific areas where he may seek more detailed information. The various chapters of the book describe what television is, explore its history; explain the programming and technical operations of television; examine its relationships with the Congress, the courts, and the Federal Communications Commission; and finally look at television's future in the light of new technological developments and issues that impinge on the quality of life in the world of tomorrow. A glossary of selected television terms and a brief bibliography are appended. (Author/SH)

ED 083 782 EM 011 100

Communication: A Scientific American Book.

Scientific American, Inc., New York, N.Y.

Pub Date 72

Note—136p.; Originally appeared as articles in the September 1972 issue of Scientific American

Available from—W. H. Freeman and Company, 660 Market Street, San Francisco, CA 94104 (\$6.50 hardcopy; \$3.25 paperback)

Document Not Available from EDRS.

Descriptors—Animal Behavior, *Communication (Thought Transfer), *Communications, Community Change, Cytology, Freedom of Speech, Information Theory, Nonverbal Communication, *Social Change, *Technological Advancement, Telecommunication, Verbal Communication, Vision, Visual Stimuli

With present advances in communication technology, profound and qualitative changes in our civilization are taking place—in business and politics, in education, in entertainment, interpersonal relations, and the organization of society itself. In honor of the significance of such developments, an entire issue of "Scientific American" magazine (September, 1972) was devoted to communication; this book is a reprint of that issue. After an introductory article on the history of the field of communication, articles on cellular, animal, and verbal communication are presented. Other articles discuss such topics as the visual image, communication channels, communication networks, communication terminals, communication and the community, communication and social environment, and communication and freedom of expression.

ED 083 783 EM 011 102

Wolf, Frank

Television Programming for News and Public Affairs. A Quantitative Analysis of Networks and Stations.

Pub Date 72

Note—218p.; Praeger Special Studies in U. S. Economic, Social, and Political Issues

Available from—Praeger Publishers, 111 Fourth Avenue, New York, NY 10003 (\$15.00)

Document Not Available from EDRS.

Descriptors—*Broadcast Industry, Business Responsibility, Commercial Television, Economic Factors, Economic Research, Mass Media, *News Media, *Programming (Broadcast), *Television Research

Identifiers—*Television Networks
The primary objectives of the study reported in this book was the identification and analysis of major factors that accounted for the quantity and proportion of news and public affairs programming

shown on commercial television, and to explain why certain types of programs were far more frequently aired than were others. The problem and research strategy are outlined, elements important in shaping programming were identified and a sample of television stations were selected which were surveyed over several weeks. Questions concerning the economics, ownership structure, and regulation of the broadcast industry, as well as the character of the relationships between stations and networks, are addressed in subsequent chapters. A concluding chapter considers implications of the findings of the study that the types of programming offered, the scheduling practices associated with these programs, and the content of the programming were largely explicable in economic terms. (Author/SH)

ED 083 784 EM 011 156

Davies, Ivor K.

Competency Bases Learning: Technology, Management, and Design.

Pub Date 73

Note—256p.

Available from—McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, NY 10020 (\$9.95)

Document Not Available from EDRS.

Descriptors—*Behavioral Objectives, Books, College Teachers, Decision Making, Design, *Educational Technology, *Instructional Design, Instructional Systems, Learning, Management, *Management Systems, Secondary School Teachers, *Systems Approach, Teachers, Teaching Methods, Teaching Styles, Technology

Teachers need a framework for decision-making; this book supplies criteria against which they can weigh choices about alternative courses of action and encourages systematic instructional design by encouraging them to think about the overall educational effort. The underlying assumptions are that teachers overteach, that poor organization by the teacher lowers student motivation and that all student behavior is sensible, seen from the students' viewpoint. The concepts of educational technology, the systems approach to education, and the teacher as manager of learner are focal points and instructions are given on how to conduct task analyses and identify training needs. The writing of behavioral objectives is covered, as is the method of selecting appropriate tactics and strategies for teaching and communication. Audio-visual aids, class size, the special problems of older learners and student motivation are also discussed and the book concludes with chapters on the measurement and evaluation of learning and on the concept of managing by learning objectives. (PB)

ED 083 785 EM 011 166

Ewing, Sam

You're On The Air.

Pub Date 72

Note—224p.

Available from—TAB Books, Blue Ridge Summit, PA 17214 (No. 620; \$7.95)

Document Not Available from EDRS.

Descriptors—*Aspiration, *Broadcast Industry, *Career Choice, Commercial Television, Journalism, Mass Media, News Media, Production Techniques, Programming (Broadcast), *Radio, *Television, Theater Arts

A veteran of 30 years in broadcasting presents hints and prescriptions for persons desiring employment as a radio or television performer. Emphasis is placed throughout on techniques to enable a prospective performer to short-cut the usually tedious procedures of attempting to break into broadcasting professions. Sections deal with personal preparation, station and job characteristics, selling oneself, and a list of particular pitfalls to be avoided. (RH)

ED 083 786 EM 011 287

Martin, Ernest F., Jr.

Shootout on the Silver Screen: A First Book for Filmmakers.

Pub Date 72

Note—63p.

Available from—The Perfection Form Company, Logan, IA 51546

Document Not Available from EDRS.

Descriptors—Audio Equipment, *Film Production, Films, Lighting, Manuals, *Photographic Equipment, *Photography, Playwriting, *Production Techniques, Scripts, Sound Effects, Sound Tracks

The purpose of this book is to acquaint the beginning filmmaker with the tools and basic principles of filmmaking so that a base can be built for future, creative filmmaking. The film camera is described and its operation discussed in detail in a first section, a second section considers film composition, a third section details film lighting, a fourth covers film editing, film sound is examined in the fifth section, and a section on film directing and scripting concludes the book. Drawings, examples and exercises supplement each section, and a glossary of film terms is also included. (SH)

ED 083 787 EM 011 290

Trojanski, John Rockwood, Louis

Making It Move.

Pub Date 73

Note—150p.

Available from—Pflaum/Standard, 38 West Fifth Street, Dayton, OH 45402 (\$3.00)

Document Not Available from EDRS.

Descriptors—*Animation, Cartoons, *Film Production, *Films, Manuals, Photography, *Production Techniques

Part of a program to help teacher and student understand how film animation works, this illustrated handbook describes various kinds of animation and ways to produce such films. Preceding discussions of animation techniques is a brief section on filmmaking basics. Animation techniques described include animation without film, handmade films, puppet doll animation, object animation, cut-out animation, cel animation, kineastasis, and pixillation and motion distortion. EM 011 291, the instructor's manual, is a related document. (SH)

ED 083 788 EM 011 291

Trojanski, John Rockwood, Louis

Making It Move Instructor's Manual.

Pub Date 73

Note—35p.

Available from—Pflaum/Standard, 38 West Fifth Street, Dayton, OH 45402 (\$2.00)

Document Not Available from EDRS.

Descriptors—*Animation, Cartoons, *Film Production, Films, *Manuals, Photographic Equipment, Photography, *Production Techniques, Resource Guides, Teaching Guides

The program for which this instructor's manual was developed is designed to introduce students to the nature of animation and to give them some facility in animation production. This manual provides the teacher with additional resources and information to supplement what is offered to the student in his handbook (EM 011 290), and with direction in evaluating the animations which students produce. The various chapters in this manual consider practical concerns such as timing, equipment, lighting, and other supplies; approaches to getting organized and planning the animation; and then follow chapters in the student's manual with resource and other supplementary information about animation without film, handmade film, puppet doll animation, object animation, cut-out animation, and cel animation. Further film resources are listed in an appendix. (SH)

ED 083 789 EM 011 305

Hsiao, T. C., Ed.

Directory of Computer Education and Research.

Volume I; Senior Colleges. First Edition.

Pub Date 73

Note—1,386p.; See Also EM 011 306, Volume II, Junior Colleges

Available from—Science and Technology Press, Inc., P. O. Box 31279, Washington, DC 20031 (\$60.00)

Document Not Available from EDRS.

Descriptors—College Majors, *Colleges, Computer Assisted Instruction, Computer Programs, *Computers, *Computer Science Education, Course Descriptions, Degree Requirements, Degrees (Titles), Directories, Education, Facilities, Financial Support, Graduate Study, *Research, Undergraduate Study, *Universities
Information is presented about 894 four year colleges and universities which either offer educational programs in computer and related fields or which maintain computer facilities for instruction or research and/or offer courses in computer and related subject areas. Institutions are listed by state, and by alphabetical order within states. For each institution, four categories of information are provided. Section I summarizes degrees offered, major educational programs available, and

areas of specialization possible within programs. Section II deals with the school's academic divisions and departments of instruction, including data on principal academic and administrative officers, program and degree requirements, research activities, and financial aid. Section III describes in detail the institution's computer facilities while Section IV lists course offerings. Six appendices provide access to information about: 1) educational programs by program and college; 2) academic divisions and departments offering educational programs; 3) computer research and service centers; 4) major computer systems; 5) graduate study financial aid; and 6) course offerings. Personnel and institutional indexes are also included. (Author/LB)

ED 083 790 EM 011 306
Hsiao, T. C., Ed.
Directory of Computer Education and Research.
Volume II; Junior Colleges. First Edition.
Pub Date 73

Note—405p.; See Also EM 011 305, Volume I, Senior Colleges
Available from—Science and Technology Press, Inc., P. O. Box 31279, Washington, DC 20031 (\$20.00)

Document Not Available from EDRS.

Descriptors—College Majors, Community Colleges, Computer Assisted Instruction, Computer Programs, *Computers, *Computer Science Education, Course Descriptions, Degree Requirements, Directories, Education, Facilities, Financial Support, *Junior Colleges, *Research, Technical Institutes
Information is compiled about 531 junior colleges, including community colleges and technical institutes, which offer educational programs in computer and related fields leading to a certificate, diploma, or associate degree. In addition, material is listed about 74 colleges and universities which offer educational programs at the junior college level. Institutions are ordered alphabetically, and by state, and four types of information are provided. First, degrees and programs offered, with major areas of specialization available, are summarized. Next, a section is devoted to academic divisions and departments of instruction, including information on academic and administrative personnel, programs of study, degree requirements, research activities, and financial aid. Third, computer facilities and instruction, research, and service agencies are described. Lastly, course offerings are listed by department. Five appendices cover: 1) educational programs by program, state, and institution; 2) academic divisions and departments of instruction; 3) computer and data processing centers; 4) major computer systems; and 5) course offerings by academic divisions and departments. Personnel and institutional indexes are also provided. (Author/LB)

ED 083 791 EM 011 309
Suttles, Patricia H., Ed.
Elementary Teachers Guide to Free Curriculum Materials. Thirtieth Edition.
Educators Progress Service, Inc., Randolph, Wis.
Pub Date 73

Note—31p.
Available from—Educators Progress Service, Inc., Randolph, WI 53956 (\$9.75)

Document Not Available from EDRS.

Descriptors—Aerospace Education, Arithmetic, Art Education, *Audiovisual Aids, Business Education, Communications, *Elementary Education, Environmental Education, Health Education, Home Economics, Industrial Education, *Instructional Materials, Language Arts, Physical Education, *Resource Guides, Safety Education, Science Education, Social Studies, Transportation
Identifiers—Free Materials

The thirtieth annual edition of the guide lists 1,705 free curriculum materials, 959 new in this edition, which are selected to help elementary school teachers and librarians to choose current and relevant materials which encourage the student to inquire, to discover, and to develop the ideals that will enable him to function effectively in society. Titles are listed by curriculum areas such as accident prevention and safety, aerospace education, business education, clubs and activities, communications and transportation, environmental education, fine arts, guidance, health and physical education, home economics, industrial education, language arts and arithmetic, science,

social studies, and visual and audiovisual aids. Information provided about each entry includes a brief description, source and availability, and grade level. A title index, a subject index, a source index, an Australian source index, and a Canadian source index are included. (Author/SH)

ED 083 792 EM 011 311
Aubrey, Ruth H.
Selected Free Materials for Classroom Teachers.
Fourth Edition.
Pub Date 72

Note—135p.
Available from—Fearon Publishers/Lear Siegler, Inc., Education Division, 6 Davis Drive, Belmont, CA 94002 (\$2.25)

Document Not Available from EDRS.

Descriptors—Agriculture, Art Education, Business Education, *Classroom Materials, Conservation Education, Health Education, Home Economics, Industrial Education, *Instructional Materials, Language Arts, Mathematics Education, Music Education, Occupational Guidance, Physical Education, Resource Guides, Safety Education, Science Education, Social Studies
Identifiers—Free Materials

Teachers, librarians, and other school personnel are often unaware of the variety of free teaching materials available: government agencies, national associations, and manufacturers produce many specialized items designed not only to complement instructional materials regularly available through the schools, but also to provide assistance in the teaching of specialized matter. This fourth edition of a resource guide to such free materials is organized by curriculum topics such as agriculture, art, business, conservation education, English and language arts, health education, home economics, industrial education, mathematics, music, occupational guidance, physical education, safety and driver education, science, social science, and teacher aids. Items are listed by producer-source, and information is given about other materials available from that source, availability of the item, grade-interest level of the material, and a brief content description. An index and appendix of film services are also included. (Author/SH)

ED 083 793 EM 011 313
A Survey of Video Distribution Systems for Educational Purposes.
National Council for Educational Technology,
London (England).
Pub Date Feb 73

Note—87p.
Available from—Councils and Education Press Ltd., 10 Queen Anne Street, London W1M 9LD (3 pound)

Document Not Available from EDRS.

Descriptors—Cost Effectiveness, Educational Television, Film Libraries, *Information Dissemination, *Marketing, Technological Advancement, Video Cassette Systems, *Video Equipment, *Video Tape Recordings
An international study was undertaken to assemble available and pertinent information about television video-distribution systems and to relate this information to the present and potential future requirements of educational television services. The study also sought to illustrate through model situations the costs and benefits of particular systems and to make policy recommendations in the field. The study reports on direct systems of distribution—those in which the transmission of the video signal and its reception by the user can be regarded as simultaneous events—and indirect systems of distribution—those which rely on the transcription of the video information into a storable and transportable format. Economic considerations are discussed and a number of illustrative cost comparisons are presented for each transmission system. A short survey of limited bandwidth systems is also included, and a final section summarizes the conclusions and makes recommendations. (Author/SH)

ED 083 794 EM 011 328
Will, George F., Ed.
Press, Politics and Popular Government.
American Enterprise Inst. for Public Policy Research, Washington, D.C.
Pub Date Mar 72

Note—59p.; Domestic Affairs Study Number Three
Available from—American Enterprise Institute for Public Policy Research, 1150 17th Street, N. W., Washington, DC 20036 (\$3.00)

Document Not Available from EDRS.

Descriptors—*Journalism, Mass Media, *News Media, Newspapers, *Political Power, Politics, Press Opinion, Professional Occupations, Public Opinion, Writing

A panel discussion on politics and the press was held at the convention of the American Political Science Association in September 1971. This volume contains an essay delivered at that panel on the various functions or activities of the press—adversary, surrogate, sovereign—and remarks of the three discussants. In addition, an essay especially written for this volume on the missing elite in journalism is included. (SH)

ED 083 795 EM 011 329
British Broadcasting 1922-1972. A Select Bibliography.
British Broadcasting Corp., London (England).
Pub Date 72

Note—49p.
Available from—BBC Publications, 35 Marylebone High Street, London, W1M 4AA, England (75p); Pendragon House Inc., 220 University Avenue, Palo Alto, California 94301 (\$3.00)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Broadcast Industry, Business Responsibility, Commercial Television, Education, Educational Television, Government Role, History, Religion, Social Change, *Television

Identifiers—*British Broadcasting Corporation, Great Britain

Listing over 700 references, the purpose of this bibliography is to selectively outline the main history and development over 50 years of British broadcasting—its art and technique, the people who have shaped its policies and programs, and its impact on society. Entries are listed under categories such as general; history; constitution, control and organization; principal government publications tracing the development of official British Broadcasting Corporation and the Independent Television Authority; broadcasting and society; public service or commercial; external services; regional and local broadcasting; programs; education; religion; and personalities. Information about author, source, and contents is provided for each entry, and an index is included. (Author/SH)

ED 083 796 EM 011 348
Bortz, Paul I. Gilmore, John S.
Cable Television in Metro Denver. Background and Policy Issues For Local Decision-Making.
Denver Urban Observatory, Colo.

Spons. Agency—Denver Regional Council of Governments, Colo.; Department of Housing and Urban Development, Washington, D.C.; National League of Cities, Washington, D.C.
Pub Date Feb 73

Note—61p.
Available from—Denver Urban Observatory, 935 Colorado Boulevard, Denver, CO 80220
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Background, *Cable Television, *Community Surveys, Costs, Decision Making, Government Role, Interagency Cooperation, *Policy Formation, State of the Art Reviews, Technology

Identifiers—*Denver, Denver Research Institute

A general introduction to cable television (CATV) in the metropolitan Denver area, with a focus on policy issues for local decision-making, is provided. The overview is based upon a literature review, information presented at conferences, local surveys of CATV, interviews with people involved with CATV, and on-going research conducted by the Denver Research Institute. A scenario describing a possible course of events associated with cable development in metro Denver serves to introduce policy questions. Following this, brief summaries give background information on cable and discuss major issues such as Federal regulation, ownership, cost, public access channels, minority access to CATV, impact on local programming, interconnection of cable systems, and cable franchising and ordinances. Three appendices provide detailed information on Federal Regulations, on cable technology and applications, and on the status of cable development in the Denver area. (Author/LB)

ED 083 797 EM 011 480
Lahey, George F. And Others
Post Lesson Remediation and Student Control of Branching in Computer Based Training.

Naval Personnel and Training Research Lab., San Diego, Calif.

Spons Agency—Office of the Chief of Naval Personnel, Washington, D.C.

Report No.—SRR-73-19

Pub Date Apr 73

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Branching, *Computer Assisted Instruction, Electronics, *Individualized Instruction, Military Training, *Remedial Instruction, *Technical Reports

Recent studies have demonstrated that computer based training programs which incorporate adaptive branching are superior to fixed sequence programs that require each student to see and respond to every training frame. A study was therefore devised to investigate two different ways to control such branching (student controlled or program controlled) and also to test the effects of remediation using a no-remediation control group. Subjects were 108 trainees in a basic Naval electronics course, each of whom participated in 11 lessons (one half were subject and the other program controlled branching), responded to a questionnaire assessing attitudes about the branching modes and about remediation, and completed a final examination. Results showed no significant differences between branching conditions or remediation conditions for training time or final examination performance. However, because students preferred student controlled training and because these lessons are simpler to prepare, it was concluded that the student controlled CAI training materials should be developed and used wherever possible. (Author/SH)

ED 083 798 EM 011 481
Interpretation of Positions and Points of View Expressed by Experts in Response to Specific Questions.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 29 Apr 70

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, Computers, Cost Effectiveness, *Developing Nations, *Educational Technology, Environmental Influences, Flexible Progression, Human Resources, Inservice Teacher Education, Instructional Materials, Pilot Projects, Program Evaluation, Staff Role, Teacher Education, Time Sharing

Identifiers—*UNESCO

A detailed statement of ideas expressed during and after a UNESCO Consultation on Computer-Assisted Instruction (March 16-19, 1970) prepared for the information of UNESCO experts is presented in this report. After an overview of the report, a brief section which reviews some of the remarks made by the experts about computers, educational technology, and developing countries is offered. The remainder of the report consists of the points of view expressed in discussion which have a bearing on 14 questions put to the participants by UNESCO about: exploitation of unused computer capacity, cost of use at present and in the future, the first application—levels and courses, flexibility and adaptability in learning exercises—trends in the United States, materials development and testing, the availability and applicability of prepackaged systems, inservice teacher training, mass applications contrasted with micro systems, transferability of instructional materials and procedures, computerization of courses, teacher training for courses assisted by computers, resource personnel, environmental factors, and timing for the initiation of a pilot project. (Author/SH)

ED 083 799 EM 011 487
Wood, Milton E. Gerlach, Vernon S.
Transfer from Audiovisual Pretraining to a Continuous Perceptual-Motor Task.

Pub Date Aug 73

Note—30p.; Paper presented at the Annual Convention of the American Psychological Association (81st, Montreal, Quebec, Canada, Aug. 27 through Sept. 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Flight Training, Simulators, Skill Development, *Technical Reports, Training Laboratories, *Training Techniques, *Transfer of Training

A study was devised to develop a method for describing a continuous, complex perceptual-

motor task in discrete categories by which subjects could be pretrained through the use of static, programed, audiovisual techniques; to construct an audiovisual training device to provide realistic, programed practice in the stimulus-response events selected for pretraining; and to conduct an experimental study to determine the relative levels of transfer-or-training between three pretraining treatments and a transfer task. Subjects were 45 males who were randomly assigned to one of three groups: one group was pretrained by presenting categories in a natural task sequence, a second group was pretrained on categories presented in random order, and a baseline group received no category pretraining. Significant positive transfer was found for both the sequenced and random forms of pretraining relative to the baseline group, although these two experimental groups did not differ from each other. (Author/SH)

ED 083 800 EM 011 505
An Assessment of Instructional Television.

National Instructional Television Center, Bloomington, Ind.

Pub Date 73

Note—87p.; See Also ED 014 882 through ED 014 887, ED 014 893, ED 023 315, ED 027 746 and ED 027 747

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Art Education, *Conference Reports, *Educational Technology, Health Education, *Instructional Television, Language Arts, Language Instruction, Mathematics Education, Music Education, Science Education, Social Studies

From 1966 through 1968, National Instructional Television (NIT) examined the status and potential of television in subjects where the medium was most extensively used. This collection is composed of eight historical reports of conferences on different subject matter areas; together, they present an analysis and appraisal of instructional television for elementary and secondary schools during the late 1960's. Each report includes an overview of the subject matter and instructional television specialists. Subject matter areas covered include music education, art education, health and physical education, mathematics education, science education, foreign language education, social studies education, and language arts education. (Author/SH)

ED 083 801 EM 011 506
Television in Higher Education.

National Instructional Television Center, Bloomington, Ind.

Pub Date 73

Note—40p.; See Also ED 014 884 and ED 023 315

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Instruction, *Conference Reports, *Educational Technology, Graduate Study, Higher Education, Information Dissemination, Instructional Materials, *Instructional Television, *Psychology, Secondary Education, *Social Work, Television Curriculum

Two reports for specific subject matter areas—social work and psychology—from National Instructional Television (NIT) comprise this report. The first, dealing with social work, discusses NIT's interest in television materials for social work education at the undergraduate, graduate, and professional education levels, and presents opinions about existing materials and the potential of television in this area. The second report contains the results of a special conference conducted to assess television materials available in psychology and to begin exploration of ways to make the most effective materials widely available. It describes NIT's interest, the kinds of materials assessed, and responses to the status and possible role of television in psychology instruction from the secondary school level through college. A summary list of current television materials (as of 1967) in psychology is also included. (SH)

ED 083 802 EM 011 507

Romiszowski, A. J., Ed.

APLET Yearbook of Educational and Instructional Technology 1972/73.

Association for Programmed Learning and Educational Technology, London (England).

Pub Date 72

Note—411p.

Available from—John Wiley and Sons, Inc., 605 3rd Avenue, New York, NY 10016

Document Not Available from EDRS.

Descriptors—*Audiovisual Aids, Educational Equipment, *Educational Technology, Instructional Materials, Instructional Media, *Instructional Technology, *Programed Instruction, *Programed Materials, Yearbooks

Identifiers—*APLET, United Kingdom

A wide range of information on educational and instructional technology is collected in this yearbook of the Association of Programed Learning and Educational Technology (APLET). This is presented in order to put users in contact with materials, equipment and ideas, and to forge lines of communication among users. Six major sections comprise the book, the first two of which give a brief introduction to APLET and a short overview of its activities. Section 3 offers a guide to programed learning and educational technology, including their roles and limitations and a selected glossary and bibliography. Section 4 deals with the present state of programed learning and educational technology, discussing trends in education and industry and also providing rosters of consultants and institutions involved in related activities. The fifth part of the book lists programed materials available in the United Kingdom, classified by subject areas, while the sixth and final section consists of a guide to audiovisual media on the market. (PB)

ED 083 803 EM 011 511

Sarbaugh, L. E. And Others

A Study of the Diffusion of Ten Educational Products. An Evaluation of Communication and Subsequent Action With Respect to Educational Innovations in Ten Display Modules.

Michigan State Univ., East Lansing. Dept. of Communication.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—NIE/HEW-1

Pub Date 31 Jul 73

Grant—OEG-0-71-3944

Note—157p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adoption (Ideas), *Communication (Thought Transfer), *Diffusion, *Educational Innovation, Educational Research, Innovation, Program Evaluation, Teaching Methods

Identifiers—Display Modules

Research was undertaken to evaluate the degree to which a program of exhibiting display modules of new teaching methods influenced the adoption of those methods. The study examined: 1) the prior adoption level of display visitors, 2) the amount of attention paid to different aspects of the displays, 3) the reactions to displays, 4) the ability of the modules to persuade teachers and administrators to adopt innovations, 5) the effectiveness of combining consulting sessions with the display modules, and 6) the sources of information people use to learn about these new methods. Results indicated that the displays and consulting sessions definitely promoted increased awareness and adoption of educational innovations. (LB)

ED 083 804 EM 011 513

Bunderson, C. Victor

Team Production of Learner-Controlled Courseware: A Progress Report.

Brigham Young Univ., Provo, Utah. Inst. for Computer Uses in Education.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—BYU-ICUE-TR-1

Pub Date 1 May 73

Note—25p.; Preprint of published proceedings of the International School of Computers in Education (ISCE), Summer, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, Course Organization, *Curriculum Design, English Instruction, Higher Education, *Instructional Design, Junior Colleges, *Man Machine Systems, Mathematics Instruction, Program Descriptions, Remedial Instruction, *Teamwork

Identifiers—Brigham Young University, BYU, CAI, Courseware, *Learner Controlled Instruction, MITRE Corporation, Modular Instructional Design, TICCIT CAI System

A project being conducted by the MITRE Corporation and Brigham Young University (BYU) is developing hardware, software, and courseware for the TICCIT (Time Shared, Interactive, Computer Controlled Information Television) computer-assisted instructional system. Four instruc-

tional teams at BYU, each having an instructional psychologist, subject matter experts, an instructional design technician, an evaluative technician and packaging specialists, are developing courses in remedial algebra, elementary functions, remedial English, and freshman English for junior colleges. The system uses a color television to display digitally generated characters and graphics and also employs audio and video tapes and alphanumeric entries from a typewriter. Major courseware features include three levels of student-machine communication, a modular approach to courseware structure designed in accordance with a taxonomy of instructional variables, and learner-controlled interfaces between the student and the system. The courseware seeks to present the required content to students at a low cost in such a way that they develop content mastery in an effective manner and also acquire improved learning strategies, a positive outlook to learning and greater responsibility for their own development. The courseware will be field-tested at two junior colleges in 1974. (PB)

ED 083 805

EM 011 514

O'Neal, Fred

Learner Control of Instruction: Requirements and Potentials.

Brigham Young Univ., Provo, Utah. Inst. for Computer Uses in Education.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—BYU-ICUE-TR-2

Pub Date 22 Aug 73

Note—17p.; Paper presented at the ADCIS Conference (Ann Arbor, Michigan, August 9, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, Equal Education, Formative Evaluation, Individualized Instruction, *Instructional Design, *Instructional Innovation, *Instructional Systems, *Interaction, Learning Processes, Learning Theories, Time Sharing

Identifiers—Brigham Young University, BYU, CAI, CMI, Computer Managed Instruction, LCI, *Learner Controlled Instruction, Learning to Learn, TICCIT

Learner-controlled instruction (LCI) provides a model for developing the self-directed learners modern society requires. LCI allows the student to specify goals, to control significant resources to attain them, and to choose learning strategies, thus enabling him to learn how to learn. It appears that the environment needed to support this model must rely heavily upon computer-assisted instruction (CAI) and computer-managed instruction (CMI). Time-shared terminals and sophisticated hardware are required, and it is necessary to reorganize content fields for learner-controlled manipulations. Additionally, research needs to identify those who are unlikely to succeed in LCI, to discover how to remedy this problem, and to determine how to structure CAI so that it equalizes the achievements of poorer students without penalizing the better ones, rather than merely amplifying the advantages of the gifted. The TICCIT system at Brigham Young University is being used to field test an LCI program in which learners control the pace, sequence, and mode of instruction, specify the depth and detail of instructional interaction, and determine access to support facilities and advice. Evaluation after two years will determine the success of the system in making operational the theoretical model. (LB)

ED 083 806

EM 011 516

Zagorski, Henry J. And Others

Automatic Data Processing System and Procedures, Computerized Academic Counseling System.

System Development Corp., Santa Monica, Calif.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-73-6

Pub Date Jun 73

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Planning, *Computer Oriented Programs, Computer Programs, Counseling, Counseling Programs, *Electronic Data Processing, Guidance, Guidance Counseling, Military Personnel, Program Descriptions, Technical Reports, Undergraduate Study, *Vocational Counseling

Identifiers—CACS, *Computerized Academic Counseling System, System Development Corporation, United States Air Force

The Computerized Academic Counseling System (CACS) designed by the System Development Corporation is reviewed. Aspects of the system, constructed to assist counselors in guiding undergraduates in the selection of academic majors, which are discussed include: problem definition, system analysis, design rationale, methodology, measurement specifications, data base compilation, mathematical modeling, statistical results, and validation tests. Counseling application directions and capabilities are considered, computerized academic counseling in the context of career success likelihood is analyzed, and recommendations for extending the approach to additional aspects of career guidance are made. A concept for an Air Force (AF) career counseling system which permits individuals to shape their careers is developed. Its functional components include: a) an AF personnel needs and resources forecast model 2nd, b) an AF mechanism which permits personnel to select and assure careers of their choice. Preliminary analyses are offered which indicate such a system is feasible and could have a significant impact on AF enlistment and turnover rates. Finally, recommendations are presented suggesting future research and development. (Author)

ED 083 807

EM 011 519

Fisher, J. David, Ed.

The Craft of Film.

Pub Date 70

Note—218p.

Available from—Ovum Ltd., 22 Grays Inn Road, London WC1 8HT, England (\$24.00)

Document Not Available from EDRS.

Descriptors—*Film Production, *Films, *Film Study, *Manuals

Standardized fundamental principles of design, universalized practices and procedures, and standardized equipment specifications are presented in this film maker's manual. These essentials of film making are analyzed so that the work can stand as a reference for all film makers, from the amateur to the experienced professional. Topics covered include: film production, shooting procedures, light and lighting, camera techniques, sound and recording, editing, animation, presentation, and the theory and aesthetics of filming. (PB)

ED 083 808

EM 011 520

Appleyard, Donald And Others

The Berkeley Environmental Simulation Laboratory: Its Use In Environmental Impact Assessment.

California Univ., Berkeley. Inst. of Urban and Regional Development.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—WP-206

Pub Date Feb 73

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Environment, *Environmental Education, *Environmental Research, Futures (of Society), Models, Planning, Public Policy, Rural Environment, Simulated Environment, *Simulation, Simulators, Suburban Environment, Urban Environment

Identifiers—*Berkeley Environmental Simulation Laboratory, University of California Berkeley

An environmental simulation laboratory at the University of California, Berkeley, is testing the adequacy of different techniques for simulating environmental experiences. Various levels of realism, with various costs, are available in different presentation modes. The simulations can aid in communication about and the resolution of environmental issues, serve as planning tools and as the basis of educational films, depict technological innovations and fantasy futures, and assist research in environmental psychology. Simulators also further environmental impact assessment by acting as a means for monitoring public responses, estimating safety, stress and pollution, measuring potential problems of intrusion of privacy, access and distribution, relating identity, scale and diversity, and studying esthetics. As such, simulators can be used by committees and design teams, in public hearings, and for television presentations, although it must be recognized that simulation is still a developing science and therefore is still a tool with limitations. (PB)

ED 083 809

EM 011 524

Bennett, James A.

Interactive Lessons for Engineering: An Example From Elementary Beam Theory.

Pub Date Jun 73

Note—7p.; Paper presented at the Conference on Computers in the Undergraduate Curricula (Claremont, California, June 18-20, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction,

*Computer Graphics, Engineering, *Engineering Education, Engineering Graphics, Higher Education, Interaction, Man Machine Systems, *Mechanics (Physics), Program Descriptions,

*Programed Instruction, Undergraduate Study

Identifiers—CAI, CDC 1604 Computer, CRT Graphical Display Unit, Elementary Beam Theory, PLATO CAI System, University of Illinois

A series of graphically-oriented computer-assisted instructional (CAI) lessons in elementary beam theory has been developed for an undergraduate course in solid mechanics. The lessons were implemented on the PLATO CAI system at the University of Illinois; the system included a graphical display unit (CRT) and a CDC 1604 computer. The first phase of the lessons was devoted to the presentation of theoretical derivations via a linear program; following this, the students were exposed to programs which drilled them to develop two basic skills for beam stress analysis. These were: 1) the calculation of section properties, and 2) the calculation of internal forces. Students were then given a free-flowing synthesis program which required them to input a beam idealization along with material and cross section dimensions and to produce an acceptable design. Preliminary evaluation of test results indicated that students who used the CAI programs performed slightly better than comparable students who were taught by the lecture method, and that the CAI group took less time to learn the material. The data thus indicated definite promise for increasing learning and decreasing time to criterion through the use of CAI. (PB)

ED 083 810

EM 011 531

Dostert, Bozenna Henisz

REL—An Information System for a Dynamic Environment.

California Inst. of Tech., Pasadena.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.

Report No.—CIT-REL-R-3

Pub Date Dec 71

Note—50p.; See also EM 011 530 and EM 011 532 through EM 011 536

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computer Programs, Computers, Computer Science, Data, Data Bases, Data Processing, *Interaction, *Man Machine Systems, Programming, *Programming Languages, Technical Reports, Time Sharing

Identifiers—Interrelated Data, Natural Language, *Rapidly Extensible Language, REL, Time Oriented Data

Three outstanding features of the Rapidly Extensible Language (REL) System are discussed. REL itself is an integrated software system designed to facilitate conversational interaction with the computer, especially by those working with dynamic, highly interrelated data. The system's main parts are: 1) the operating system, which manages the simultaneous use of the system from a number of terminals and handles all input/output from peripheral storage; 2) the language processor, which analyzes the incoming query or data and schedules and executes the appropriate calculations and processing of the data base; and 3) the REL languages and user language/data base packages. The characteristics of the system treated in detail in this paper include: 1) its ability to handle interrelated and time-oriented data; 2) its provision for communication with data in natural language tailored to the user's needs, with emphasis upon ordinary English; and 3) its extensibility facility, which allows for the modification of data through definitions of new terms and relationships as part of the user's ongoing work with the system. (Author/LB)

ED 083 811

EM 011 532

Greenfield, Norton Robert

Computer System Support for Data Analysis.

California Inst. of Tech., Pasadena.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.

Report No.—CIT-REL-R-4

Pub Date 6 Mar 72

Note—133p.; Thesis submitted to the California Institute of Technology; See also EM 011 530, EM 011 531 and EM 011 533 through EM 011 536

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Computer Programs, Computers, *Computer Science, *Data Analysis, *Data Processing, Doctoral Theses, *Programming Languages

Identifiers—Label Class Method, Lower Predicate Calculus Technique, *Rapidly Extensible Language System, REL

Data analysis and supporting computer software systems are studied. The idea of data analysis as an experimental science involving data-gathering and theory building is developed. Language's role as a determinant of meaningful theory and the informativeness of a language and data base pair are studied, along with the static and dynamic aspects of data analysis. Computer systems useful for data analysis are surveyed, with special attention paid to language restrictions. Next, the Rapidly Extensible Language (REL) data analysis system is discussed and its major limitations considered. The problem of paging of data is investigated and two classes of data structure representations are reviewed. Following this, the implications of data representation for fundamental process of data analysis—the quantification of variables—are presented. Two implications of quantification are compared, with indications found that the use of the "label class" method results in orders of magnitude improvement over the low predicate calculus technique. (Author)

ED 083 812

EM 011 533

Dostert, Bozenna Henisz Thompson, Frederick B. **Verb Semantics in a Relational Data Base System.** California Inst. of Tech., Pasadena.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Naval Research, Washington, D.C.; Rome Air Development Center, Griffiss AFB, N.Y.

Report No.—CIT-REL-R-6

Pub Date Jan 73

Note—25p.; See also EM 011 530 through EM 011 532 and EM 011 534 through EM 011 536

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computational Linguistics, Computer Programs, Computers, *Computer Science, Program Descriptions, Programming, *Programming Languages, Semantics, Sentences, *Verbs

Identifiers—Meaning, Predicates, *Rapidly Extensible Language, REL

Ways of making the natural language of unsophisticated computer users meaningful to the computer are discussed. The discussion is set within the context of the Rapidly Extensible Language (REL) System, a question answering system with underlying relational data bases. Major topics covered include individuals and predicates, the problem of verbs, and verbs in REL English. The essential points stressed are that the meaning of a sentence depends upon the contents of the data base to which it refers, that the tying string of a sentence is its verb, and that the sentence patterns take on meaning as they fit within the broader fabrics supplied by context and reality. Examination of examples shows that verbs radically shift their semantic content with shifts in the context in which they are used, and it was concluded that it was doubtful that there was any single method analyzing the complex webs that verbs set up among their associated nouns in any sentence. (Author/LB)

ED 083 813

EM 011 534

Bigelow, Richard Henry And Others. **Specialized Languages: An Applications Methodology.**

California Inst. of Tech., Pasadena.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Naval Research, Washington, D.C.; Rome Air Development Center, Griffiss AFB, N.Y.

Report No.—CIT-REL-R-7

Pub Date Feb 73

Note—24p.; See also EM 011 530 through EM 011 533 and EM 011 535 through EM 011 536; Paper presented at the National Computer Conference and Exposition (New York, June 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Programs, Computers, *Computer Science, Information Processing, Interaction, Man Machine Systems, Program

Descriptions, *Programming, *Programming Languages

Identifiers—*Rapidly Extensible Language System, REL

The potentialities of specialized languages, in comparison to those of other types of specialized systems, are discussed. The point is made that these languages have been invented by information processing professionals in order to assist the problem-solving activities of computer users by providing them with appropriate interfaces to the computer, with languages natural to their own view of reality. The nature of today's ubiquitous applications packages are examined, and the characteristics of the environments which support these languages are discussed. Finally, some experiences with the Rapidly Extensible Language (REL) system are presented. (Author/PB)

ED 083 814

EM 011 535

Gomberg, Sara

The REL Command Language.

California Inst. of Tech., Pasadena.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Naval Research, Washington, D.C.; Rome Air Development Center, Griffiss AFB, N.Y.

Report No.—CAT-REL-R-8

Pub Date Jun 73

Note—16p.; See also EM 011 530 through EM 011 534 and EM 011 536

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Programs, *Computers, *Computer Science, Program Descriptions, *Programming, *Programming Languages

Identifiers—Command Language, Language Implementor Commands, *Rapidly Extensible Language, REL, REL Batch System, Session, Version

Three basic notions—version, session and command language—are discussed which are essential for a user of the Rapidly Extensible Language (REL) system. The first is defined as a language-data base package consisting of a language, data and definitions. A session is stipulated to be the period during which the user operates at a terminal, and the command language is the means by which he communicates with and manipulates other versions. Details are next provided about the commands used to initiate and terminate sessions and to manipulate versions. Following this, the enterable and copyable properties of versions are discussed and three categories of users identified—anyone, creator, and no one. Commands used to establish valid user identification names are presented and, lastly, some language implementor commands are described. Examples from the REL batch system are appended. (PB)

ED 083 815

EM 011 536

Bigelow, Richard H.

REL - English Bulk Data Input.

California Inst. of Tech., Pasadena.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Naval Research, Washington, D.C.; Rome Air Development Center, Griffiss AFB, N.Y.

Report No.—CIT-REL-R-9

Pub Date Jul 73

Note—40p.; See also EM 011 530 through EM 011 535

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computers, Computer Science, Computer Storage Devices, Data, *Data Bases, Data Processing, *Electronic Data Processing, Information Processing, Information Storage, *Input Output, *Input Output Devices, Program Descriptions

Identifiers—Bulk Data Input Processor, Rapidly Extensible Language, REL, REL English Versions

A bulk data input processor which is available for the Rapidly Extensible Language (REL) English versions is described. In REL English versions, statements that declare names of data items and their interrelationships normally are lines from a terminal or cards in a batch input stream. These statements provide a convenient means of declaring some names and stating some facts, and they are especially useful in the interactive mode. However, these statement formats are not convenient for inputting large data bases which are usually available on tapes or cards and which are generally formatted in terms of fixed fields. The bulk data input processor reads such formatted files and puts data into the version. Topics discussed in this report include: the input file for-

mat, the logical record, the physical record, field, class, relation, table, order of cards, treatment of blanks, error handling and variable record processing. Two appendices provide a summary of descriptor cards and a series of examples illustrating how the system operates. (Author/LB)

ED 083 816

EM 011 538

Dunwell, Stephen And Others

Report on WRITE: A Computer Assisted Instruction Course in Written English Usage.

Shared Educational Computer System, Inc., Poughkeepsie, N.Y.

Pub Date Jan 72

Note—40p.

Available from—Shared Educational Computer System, Inc., 50 Market Street, Poughkeepsie, New York 12601 (\$2.18)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, Educational Research, Grade 5, Grade 6, Grade 7, Grade 8, *Individualized Instruction, Intermediate Grades, Middle Schools, *Remedial Instruction, Remedial Programs, Self Pacing Machines, Socioeconomic Status, *Spelling, *Spelling Instruction

Identifiers—Coursewriter III, Lincoln Intermediate Spelling Test, Orthography, Poughkeepsie New York Middle School, SES, WRITE

A computer-assisted instructional (CAI) course, WRITE, was used at the Poughkeepsie, New York, Middle School to help 5th through 8th graders with spelling and word usage problems. The course used the Coursewriter III language and an IBM System/360 computer; students received self-paced instructional programs at typewriter terminals. All teaching was done by examples, the stress was on spelling patterns rather than individual words, and the goal was to have students reach a level of acceptable orthography. An experimental-control, pretest-posttest design was employed. Results from the Lincoln Intermediate Spelling Test showed that the experimental group made significantly greater gains. In both control and experimental groups there was no appreciable difference associated with socio-economic status (SES), but there were significant differences between control and experimental groups for all SES levels. In addition, the control groups improved significantly in five of 20 categories of spelling errors, the experimental in 11 of 20. It was concluded that CAI was an efficient means of teaching spelling, that it was sensitive to individual needs, effective for weaker students, and useful for remedial work. (PB)

ED 083 817

EM 011 540

Heimer, Ralph T.

The Use of CAI Modules As Components of a Methods Course in the Teaching of Elementary School Mathematics.

Pennsylvania State Univ., University Park. Coll. of Education.

Pub Date Jun 73

Note—10p.; Paper presented at the Conference on Computers in the Undergraduate Curricula (Claremont, California, June 18-20, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, Education Majors, *Elementary School Mathematics, Flow Charts, Higher Education, *Individualized Instruction, Instructional Design, *Mathematics Education, Program Descriptions, Self Pacing Machines, *Teacher Education, Undergraduate Study

Identifiers—CAI, IBM 1500, Instructional Logic, Pennsylvania State University

A computer-assisted instructional (CAI) course at Pennsylvania State University uses an IBM 1500 system to introduce education majors to strategies for teaching elementary school mathematics. CAI is employed to provide individualized instruction on the theoretical aspects of the subject. The course is divided into 16 modules, each of which contains an outline of the content and a set of instructional objectives. Sequences of instructional episodes are designed for each objective; these are flow-charted, thus providing documentation not only of curricular material but also of the instructional logic. The advantages of the course as it is structured are that it offers self-paced individualized instruction and that it gives feedback for continuous modification of the program. In addition, the CAI course constitutes an instructional laboratory in which basic instructional research can be carried out. (LB)

ED 083 818

EM 011 541

Oakman, Robert L.

Computer Education for the Humanities: Multiple Possibilities at the University of South Carolina.
Pub Date Jun 73

Note—4p.; Paper presented at the Conference on Computers in the Undergraduate Curricula (Claremont, California, June 18-20, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computer Assisted Instruction, Computer Oriented Programs, Computer Programs, *Computers, Computer Science, *Computer Science Education, Higher Education, *Humanities, *Humanities Instruction, Liberal Arts Majors, Program Descriptions, *Programming, Programming Languages, Undergraduate Study

Identifiers—CAI, Non Numerical Processes, University of South Carolina

Two sequences of courses at the University of South Carolina offer liberal arts students an introduction to computers and to the relationship between technology and the humanities. These provide training in rigorous thinking and new means of probing the record of human experience. The lower level sequence consists of a general computer appreciation course and an introduction to non-numerical processes. In the latter, students learn about the fundamental concepts of computers and the basics of programming, practice programming, and become involved in large scale computer applications by undertaking a project involving the analysis of a program, the design of an input data structure, the outline of an algorithm and the development of a program. The upper level sequence deals with computer methods for humanistic research. Students learn the fundamental concepts of computers and review the uses of computers in humanistic research projects. Then, non-numerical programming languages are studied in detail and students examine in depth a variety of humanistic computer applications such as the use of computers for music composition or for research in artificial intelligence. Lastly, students solve a problem using a non-numerical program. (PB)

ED 083 819

EM 011 542

Isaacs, Gerald L.

Interdialect Translatability of the Basic Programming Language.

American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—ACT-TB-11

Pub Date Oct 72

Grant—OEG-0-72-0711

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Programs, Computer Science, *Language Standardization, Programming, *Programming Languages, State of the Art Reviews

Identifiers—BASIC, Beginner's All Purpose Symbolic Instruction Code, *Interdialect Translatability

A study was made of several dialects of the Beginner's All-purpose Symbolic Instruction Code (BASIC). The purpose was to determine if it was possible to identify a set of interactive BASIC dialects in which translatability between different members of the set would be high, if reasonable programming restrictions were imposed. It was first established that the four programming capabilities of: 1) computational ability and precision, 2) execution of a large-sized program, 3) accession to creation of external files, and 4) generation of formatted output were necessary if complex projects were to be undertaken. It was found that translation of most statements in BASIC was easily accomplished. Operands, relations, names, strings, arrays, functions, input and branching were among these. Difficulties were mainly encountered in file handling, chaining or subroutine calling, and output formatting. Detailed reports on the translatability of these elements have been compiled, a roster of 21 fundamental rules for translatability provided and three categories of dialects identified. These are: 1) BASIC dialects missing one critical element, 2) dialects lacking only formatted output capability, and 3) preferred dialects. Therefore, BASIC translatability is a fact and can be performed easily if a few rules are followed. (PB)

ED 083 820

EM 011 543

Christ, David E.

The CADA Monitor.

American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—ACT-TB-12

Pub Date Jan 73

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bayesian Statistics, *Computer Programs, Computer Science, Man Machine Systems, Program Descriptions, *Programming, *Programming Languages, *Statistical Analysis, *Translation

Identifiers—BASIC, CADA, CADA Monitor, Chaining, *Computer Assisted Data Analysis, Formatted Print Statement, Interdialect Translation, University of Iowa

A system of computer-assisted data analysis (CADA) was developed at the University of Iowa to handle the mechanical, arithmetical and computational tasks associated with Bayesian statistical analysis. The original programs were subsequently expanded and a CADA monitor constructed to aid their use; a search was then undertaken to find a means of facilitating the monitor's application on diverse computer system. Since no entirely transportable language for all interactive systems existed, a strategy of interdialect translatability was pursued and BASIC was selected for use. A BASIC version of CADA was written and proved to be easily translatable. The monitor itself was designed so that no user programming skills were required and so that it was self-documenting and readily modifiable. In addition, the system was built so as not to leave its unsophisticated users hanging suspended when errors occurred, but to direct them ahead on the basis of available information. The two system features which most limited translatability across several systems were chaining and formatted print statements, but these were so desirable that they were retained. (LB)

ED 083 821

EM 011 544

Fitzgerald, William F.

A Mathematical Model for Project Planning and

Cost Analysis in Computer Assisted Instruction.

Michigan Univ., Ann Arbor. School of Dentistry.
Spons Agency—Public Health Service (DHEW), Washington, D.C.

Pub Date Aug 73

Note—13p.; Paper presented at the Association for the Development of Computer-Based Instructional Systems Annual Meeting (Cap Rouge, Quebec, Aug. 7-9, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, *Cost Effectiveness, Costs, Educational Planning, Higher Education, *Instructional Design, *Mathematical Models, Program Costs, *Program Planning, Systems Analysis, Systems Approach

Identifiers—CAI

Computer-assisted instruction (CAI) has become sufficiently widespread to require attention to the relationships between its costs, administration and benefits. Despite difficulties in instituting them, quantifiable cost-effectiveness analyses offer several advantages. They allow educators to specify with precision anticipated instructional loads, to conduct valid long-range planning, to set criteria and goals against which instructional delivery can be measured, and to develop common bases for comparison of instructional alternatives. Cost-effective analyses for the design, development, and delivery of CAI can be based upon the specifications of cost derived from conclusions drawn from given features inherent in the instructional matrix and from postulates which can be reasonably adopted in the light of these given. Use of the analyses assists the educational planner in developing teacher-absent media as a replacement for repetitive personal instructional contact. (PB)

ED 083 822

EM 011 545

Kimberlin, D. A.

A Preliminary Instructional Model for a Computerized Training System.

Army Signal Center and School, Fort Monmouth, N.J. Computerized Training System.

Spons Agency—Army Training and Doctrine Command, Fort Monroe, Va.

Report No—CTS-TR-73-2

Pub Date Jul 73

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, *Curriculum Design, Curriculum Development, Educational Technology, *Individualized Instruction, *Instructional Design, Instructional Systems, Instructional Technology, Models, Teaching Methods, Technical Reports

Identifiers—CAI, *Computerized Training System, CTS

A preliminary instructional model suitable for lesson preparation for a Computerized Training System is described. Topics discussed include general course architecture, general course structure, and the training decision process. Guidelines for the design of the model are presented and information is provided on the adaptation of the model to three levels of student performance, thus allowing for a learning environment sensitive to individual differences. Flow charts are also given to depict graphically the learning contingencies and instructional strategies addressed in the design of the model. (Author)

ED 083 823

EM 011 546

Grube, Fritz H.

Goals and Objectives for Computing in the Associated Colleges of the St. Lawrence Valley.

Associated Colleges of the St. Lawrence Valley, Potsdam, N. Y.

Report No—ACSLV-WP-2

Pub Date 1 Aug 73

Note—115p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Computer Oriented Programs, *Computers, *Consortia, *Cooperative Planning, *Cooperative Programs, Higher Education, Interagency Cooperation, Interagency Planning, *Networks, Program Descriptions

Identifiers—ACSLV, *Associated Colleges of the St. Lawrence Valley

A forecast of the computing requirements of the Associated Colleges of the St. Lawrence Valley, an analysis of their needs, and specifications for a joint computer system are presented. Problems encountered included the lack of resources and computer sophistication at the member schools and a dearth of experience with long-term computer consortium planning. Among the goals postulated were the following: 1) to increase user services to all groups; 2) to increase access to the computer for instructional purposes; 3) to maximize resource utilization; and 4) to provide the needed hardware and software. A survey yielded the findings that a computer network was required to provide the desired services and that a cooperative, high level planning effort should be undertaken. It was recommended that: 1) The Associated Colleges of the St. Lawrence Valley (ACSLV) should be the administrative agency; 2) the financial stability of the ACSLV should be assured; 3) the necessary hardware should be located at one site; 4) equipment should be obtained on a lease-purchase agreement; and 5) the cost should be distributed according to a formula accepted by all members. (PB)

ED 083 824

EM 011 547

Gordon, Richie, Ed.

Kids Teaching Kids - Two.

Portola Inst., Inc., Menlo Park, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Contract—OEC-0.71 1067

Note—37p.

Available from—Kids Teaching Kids, 1115 Merrill Street, Menlo Park, Ca. 94025 (250)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bulletins, *Change Agents, Educational Innovation, Educational Programs, Minority Group Children, *Minority Groups, Minority Group Teachers, *Program Evaluation, Recruitment, *Secondary Grades, *Teacher Aides, Teacher Education

An innovative project sought to achieve four objectives. These were: 1) to establish a training program for teacher aides of high school age from minority communities; 2) to establish a recruiting program for educational careers; 3) to test the recruiting model in different contexts; and 4) to determine the impact of the training and recruiting programs as change agents in public education. A variety of methods, including free response techniques, questionnaires and interviews, were used to evaluate the project. The

training program was regarded as successful by both teachers and participants; the recruiting program did attract minority students but systematic, conclusive evidence of career choices will not be available for several years. The model was not truly tested in different contexts, and hence its applicability in other situations cannot be estimated. Finally, the influence of the programs as change agents was impossible to assess in the short run. (LB)

ED 083 825 EM 011 584

Cowell, Wayne Ed.

Proceedings of the Software Certification Workshop, Snow Mountain Ranch, Granby, Colorado, August 27-30, 1972.

Argonne National Lab., Ill.; Colorado Univ., Boulder.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Aug 72

Note—160p.; See also EM 011 585

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Computer Programs, *Computer Science Education, Conference Reports, *Developmental Programs, Information Dissemination, Material Development, *Mathematics, *Mathematics Materials, Program Development

Identifiers—Computer Software, Mathematical Computation, Mathematical Software

The processes by which statistical software is produced and made available to users were the main concerns of the conference. Six major topics were considered in relation to these software programs which perform the basic mathematical computations required in science and engineering: 1) the quality of mathematical software; 2) education and internships in software evaluation; 3) review of research on testing, portability, and library development; 4) user needs and software program development; 5) publication of mathematical software; and 6) creation of organization to foster mathematical software development. (PB)

ED 083 826 EM 011 592

Witt, Paul W. F. Miller, Elwood E.

An Institute for the Advanced Professional Preparation of Educational Media Specialists to Work in Schools, Teacher Training Institutions and Community Colleges. Final Report.

Michigan State Univ., East Lansing. Instructional Media Center.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

Pub Date 10 Oct 72

Grant—OEG-0-70-2073

Note—124p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Doctoral Programs, Educational Technology, Graduate Study, *Institutes (Training Programs), *Instructional Design, *Instructional Media, *Instructional Technology, Professional Education, Program Descriptions

Identifiers—Michigan State University, MSU Dept Instructional Development and Technology

A two year institute sought to prepare educational media specialists who would be experts in instructional development. As such, they would be able to: 1) apply systems analysis techniques to instructional problems; 2) evaluate and use instructional media; 3) design graphic instructional media; 4) evaluate teaching strategies and instructional materials; and 5) work effectively with teachers. Fifteen doctoral candidates in the Department of Instructional Development and Technology at Michigan State University enrolled in the institute, participating in a core seminar, working on task forces and undergoing guided field experience. Eight of the participants completed their Ph.D. degrees and the remainder were approaching completion. In addition, these individuals showed evidence of accepting responsible professional positions in the areas of educational media and technology or in instructional development. In the light of these facts, the program was judged to be successful and it was recommended that similar institutes be run in the future. (PB)

ED 083 827 EM 011 601

State Education Department Comment on "Educational Television in New York State": A Program Audit of the Legislative Commission on Expenditure Review

New York State Education Dept., Albany.

Pub Date 20 Aug 73

Note—69p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication (Thought Transfer), *Educational Television, Financial Support, *Mass Media, *Program Evaluation, *Reports, Reprography, Statistical Data

Identifiers—New York

The Legislative Commission on Expenditure Review (LCER) has recently produced a program audit for educational television (ETV) in New York State. This report by the State Education Department is a response to that evaluation, stating that "the audit is replete with errors in fact, both historical and statistical, misunderstandings, misrepresentations, innuendoes, and unsubstantiated accusations." The response deals largely with the Bureau of Mass Communications; it is specific and follows the organization of the audit report, covering areas such as classroom communications, the Bureau of Mass Communications, charts and graphs, the Regents TV fund, production, the duplication and distribution service, aid programs to ETV councils, the ETV councils, and an overview of ETV. (Author/SH)

ED 083 828 EM 011 612

LeBaron, John F.

Television: A Vehicle for Community-Based Environmental Learning.

Pub Date Nov 73

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cable Television, *Community Involvement, *Open Education, Student Developed Materials, *Technological Advancement, Video Cassette Systems, Video Equipment, *Video Tape Recordings

Identifiers—*Video Portapak

The advent of low cost, easy to use half-inch videotape systems, and the burgeoning of cable television operations throughout the continent have given teachers and children two very powerful tools which allow the students to explore the community and also give the community fresh insights into the lives of children from the point of view of the children themselves. Teachers can help their students explore the community environment by using basic sources of information, like the local newspaper, town community center, television station, radio. The information which these sources provide can be gathered, organized, and reported through the use of a video Portapak, a small television studio, or both by task forces of children. Cable television is generally an easily accessible, convenient vehicle for broadcast of completed videotapes. A list of the equipment that the task forces of children will need for their program is included. (Author/SH)

ED 083 829 EM 011 618

Hawkrige, D. G.

The Open University in the Third World.

Pub Date 73

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computer Assisted Instruction, Correspondence Courses, Correspondence Study, *Cost Effectiveness, *Developing Nations, Educational Innovation, Educational Radio, Educational Television, Experimental Schools, *External Degree Programs, *Higher Education, *Multimedia Instruction, Open Education, Program Descriptions

Identifiers—BBC, British Broadcasting Company, CAI, Great Britain, *Open University, Third World

The British Open University is described in the first section of this paper as a multi-media system for teaching at a distance. Details are provided on the texts and other materials mailed to the students, the radio and television broadcasts provided by the British Broadcasting Company, and on the auxiliary sources of assistance offered to the students. The following section of the report presents data on the Open University's cost-effectiveness. The concluding portion discusses the possibility of transplanting both the concept and the actuality of the Open University as an institution to the Third World. Five conditions necessary for the successful functioning of an Open University are specified and five kinds of assistance which the British Open University provides to Third World educators are reviewed. (PB)

ED 083 830

EM 011 619

Hawkrige, David

The Open University's Role in a Democracy.

Pub Date Oct 73

Note—11p.; Paper presented at the Leidse Onderwijsintellingen Jubilee Congress (The Hague, Netherlands, October 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computer Assisted Instruction, Cost Effectiveness, *Democracy, Dropout Prevention, Dropout Programs, *Educational Innovation, Educational Radio, *Educational Television, Equal Education, Experimental Schools, *External Degree Programs, Higher Education, *Multimedia Instruction, Open Education, Open Enrollment, Program Descriptions, Socioeconomic Status

Identifiers—CAI, England, Fall Safe Strategies, Great Britain, Open University, SES

The steps which led to the establishment of the Open University in Great Britain and the intentions of its founders are first described, with particular attention paid to the needs it was intended and not intended to meet. Following this is an examination of the evidence to date of the University's success in reaching its target student population. Included are data on the social and educational characteristics of the student body and a discussion of the staying power of students from different backgrounds. The third section of the paper provides an analysis of the instructional system of the University and the place of correspondence materials within that system. Also described are the fail-safe strategies aimed at helping students to avoid dropping out. Next, some studies are cited which compare costs in the Open University with those of conventional institutions in England. Finally, an assessment of the Open University's potential as an instrument of democratization is offered. (Author)

ED 083 831 EM 011 623

Dunathan, Arni T.

Teaching the Media Unit in a Social Studies

Methods Course: An Evaluation of Five Strategies.

Pub Date 73

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Course Evaluation, Educational Technology, Instructional Innovation, *Instructional Media, *Methods Courses, Social Studies, *Teacher Education, Teaching Methods, Video Tape Recordings

Five strategies for teaching students in educational methods courses about instructional media were developed and field tested between 1967 and 1973. Strategies included mixtures of live demonstrations of media, scheduled laboratory periods, self-instruction programs, televised demonstrations of media, and bulletin boards and handbooks. A strategy that combined five weekly bulletin boards, a videotape showing a problem-to-solution situation, and a handbook detailing the production processes demonstrated in the videotape. Input by students outside the target audience was especially valuable in designing the most successful strategy. (RH)

ED 083 832 EM 011 625

Jones, Robert Morris

An Application of Systems Analysis Techniques in the Development of Instructional Television Units for Inservice Elementary Teachers.

Pub Date May 73

Note—117p.; Ed. D. thesis submitted to the School of Education of Oklahoma State University, 1973

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Closed Circuit Television, Doctoral Theses, *Elementary School Science, *Inservice Teacher Education, Instructional Media, *Space Sciences, Teacher Education, *Video Tape Recordings

A theoretical model for the production of teacher centered inservice videotapes was developed and applied to produce a structured inservice course in aerospace activities for elementary teachers. Space-science education specialists interested in elementary education viewed segments of the course and were successful when they attempted the exercises demonstrated on the videotape. (RH)

ED 083 833

EM 011 626

Rundstrom, Donald And Others

Japanese Tea: The Ritual, The Aesthetics, The Way; An Ethnographic Companion to The Film "The Path".

Pub Date 73

Note—63p.; Warner Modular Publication Number 3

Available from—Warner Modular Publications, Inc., Eleven Essex Street, Andover, Massachusetts 01810 (\$1.50)

Document Not Available from EDRS.

Descriptors—*Cultural Awareness, Ethnology, Film Production, *Films, Film Study, Instructional Films, *Japanese, Japanese American Culture, Repetitive Film Showings, *Study Guides

"The Path" is a film of a Japanese tea ritual, and the first reaction of most viewers is a sense of the anxiety and frustration of being submerged in a culture which one does not understand. This companion paper, together with repeated viewings and discussions, is designed to foster understanding of Japanese culture, particularly psychology and aesthetics. The second part of the paper describes the making of "The Path" in some detail, including a detailed description of the film that links the photography and sound recording to the film-makers intention and ethnographic notations. (RH)

ED 083 834

EM 011 628

Moore, Richard O.

Communication, Organizations and John Stuart Mill.

National Center for Experiments in Television, San Francisco, Calif.

Spons Agency—Corporation for Public Broadcasting, Washington, D.C.; National Endowment for the Arts, Washington, D.C.

Pub Date Jun 73

Note—21p.; Paper presented at the Conference on Television: Art and Information (Asilomar, California, June 8-10, 1973); See also EM 011 627, 629, and 630

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Broadcast Industry, Commercial Television, Educational Television, *Federal Aid, Federal Legislation, *Freedom of Speech, Programming (Broadcast), *Public Television, *Television

The presence of a leading public television station presents his views on the institutional nature of commercial and especially public television. In particular, he contends that the reliance of public television on government support, which is contingent on governmental judgments of objectivity and balance, is at least as inimical to the basic ideal of liberty of thought and expression as is the necessity of mass audiences for commercial television. (RH)

ED 083 835

EM 011 629

Duckler, Marvin

Talking Faces, Eating Time, and Electronic Catharsis.

National Center for Experiments in Television, San Francisco, Calif.

Spons Agency—Corporation for Public Broadcasting, Washington, D.C.; National Endowment for the Arts, Washington, D.C.

Pub Date Jun 73

Note—14p.; Paper presented at the Conference on Television: Art and Information (Asilomar, California, June 8-10, 1973); See also EM 011 627, 628, and 630

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Art Expression, Educational Television, *Financial Problems, Literary Analysis, Programming (Broadcast), *Public Television, *Symbolism, Television, *Visual Literacy

Given that public television must often resort to "talking faces" to fill time (because discussion programs are so cheap to produce), consideration needs to be given to how to do this in audience-attracting ways. One particularly useful method is to pattern the discussion on the enduring human ritual of the sacrifice: with the audience as communicants represented by questioners, some highly placed sacrificial victim is called upon to answer for all the inadequacies of present conditions. (RH)

ED 083 836

EM 011 630

Kaufman, Paul

Television and Reality: A Report From the Television: Art and Information Meeting.

National Center for Experiments in Television, San Francisco, Calif.

Spons Agency—Corporation for Public Broadcasting, Washington, D.C.; National Endowment for the Arts, Washington, D.C.

Pub Date Jun 73

Note—20p.; Paper presented at the Conference on Television: Art and Information (Asilomar, California, June 8-10, 1973); See also EM 011 627 through 629

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Art Expression, Broadcast Industry, Conference Reports, Literary Analysis, Mass Media, Production Techniques, Programming (Broadcast), *Psychology, *Realism, *Television

Questions of television's relationship to reality are discussed by two of the conference participants. The discussion focuses on two basic questions: given the time, space, and money constraints of the medium, what relationship is there between events as portrayed on television and physical reality; and what are the implications of television's mix of reality and fantasy for the picture of the world built up by television's viewers. (RH)

ED 083 837

EM 011 652

Rawnsley, David E.

A Comparison of Guides to Non-Print Media.

San Mateo County Superintendent of Schools, Redwood City, Calif. Educational Resources Center; Stanford Univ., Calif. ERIC Clearinghouse on Educational Media and Technology.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Nov 73

Note—41p.; See also Instructional Materials in the Classroom, A Basic Reference Shelf, EM 011 465

Available from—Box E, School of Education, Stanford University, Stanford CA 94305 (\$3.00, payment must be included with order, Checks made out to "Box E")

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Audiovisual Aids, Films, Indexes (Locators), Instructional Films, *Instructional Materials, *Instructional Media, *Multimedia Instruction, Phonotape Recordings, Programed Materials, *Resource Guides, Video Tape Recordings

Identifiers—Educational Resources Information Center, Research in Education

Information about 66 indexes and guides to non-print instructional media is provided. These sourcebooks, all published since 1970, were gathered primarily from a search of Research in Education (RIE), the index to the Educational Resources Information Center's (ERIC) document collection, and were selected as meeting the criteria of comprehensiveness, reliability, usefulness and timeliness. Thirty-six comprehensive guides which cover a number of content areas are reviewed; also cited are 30 publications which deal exclusively with one of the following subject areas: ecology, ethnic studies, guidance, health and drug abuse, the sciences and technology, teacher training and vocational education. An abstract is provided for each of the 66 citations, accompanied by information on the type of media covered by the guide, the educational level to which it is pertinent, its price, and the frequency of its publication. In addition, notation is made of whether the guide is cross-indexed and whether it contains publication dates, designates the intended audience, gives running times, provides content summaries and evaluations for its citations, and names the producers, distributors, prices and conditions of availability of the materials which it indexes. (PB)

FL

ED 083 838

FL 003 483

Bowen, J. Donald And Others

Workpapers: Teaching English as a Second Language, Volume VI.

California Univ., Los Angeles. Dept. of English.

Pub Date Jun 72

Note—109p.

Available from—Clifford H. Prator, Vice-Chairman, Dept. of English, Univ. of California, Los Angeles, CA 90024

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Bilingual Education, Contrastive Linguistics, *Curriculum Development, *English (Second Language), Film Production, *Instructional Materials, Instructional Program Divisions, Language Planning, Language Tests, Linguistics, *Masters Theses, Second Languages, Syntax, *Teaching Methods, Testing

Twelve workshops on the teaching of English as a second language presented during the 1971-72 school year on the University of California at Los Angeles campus are compiled in this booklet. They include: (1) "The Designs for Intermediate and Advanced Second-Language Classes," (2) "The Universalist Hypothesis: Some Implications for Contrastive Syntax and Language Teaching," (3) "British and American Intelligibility for Non-Native Students of English," (4) "Language Allocation and Language Planning in a Developing Nation," (5) "Some Studies in Language LEARNING," (6) "Produced by People: An Experiment in Film Making," (7) "Controversies in Linguistics and Language Teaching," (8) "Walter Mitty: The All-American Hero," (9) "Objectives in TELF/TESL," (10) "Integrative and Discrete-Point Tests at UCLA," (11) "A Schema for Pedagogical Insights," and (12) "Bilingual Education in Culver City." The final section contains abstracts of 39 degree theses focusing on the teaching of English as a second language. (RL)

ED 083 839

FL 003 664

Tome, Martha V., Ed.

Projecto Leer Bulletin, Number 11.

Books for the People Fund, Inc., Washington, D.C.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date 72

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, *Annotated Bibliographies, Bibliographies, Bulletins, Childrens Books, Classroom Materials, *Films, *Instructional Materials, Instructional Program Divisions, Language Instruction, Modern Languages, Non English Speaking, Resource Materials, *Spanish Speaking

Educational materials for students of Spanish and the Spanish speaking are listed in this bulletin. A general information section lists reference materials on bilingual children, the blind and physically handicapped, comics, consumer education, employment, health, heritage of the Spanish speaking, Mexican American biography, Mexican American film list, migrant workers, periodicals, Puerto Rican bibliography, Puerto Rican parents, Puerto Rican thought, and women. More than a hundred films, filmstrips, and books for children and adults are contained in this list. Entries are annotated and often include suggested grade levels. (RL)

ED 083 840

FL 003 987

Davison, Walter

Sound to Speech: A Pronunciation Manual for English as a Foreign Language.

Pittsburgh Univ., Pa.

Pub Date [Jan 73]

Note—140p.

Available from—University Center for International Studies, 224 Social Science Building, University of Pittsburgh, Pittsburgh, PA 15213 (\$4.50)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Articulation (Speech), Audiological Methods, Communication (Thought Transfer), Consonants, Cultural Education, *English (Second Language), Idioms, Instructional Materials, *Language Instruction, Language Patterns, *Manuals, Oral Expression, Pattern Drills (Language), *Pronunciation, *Second Language Learning, Semantics, Sentence Structure, Speeches, Vocabulary, Vowels

The main objective of this manual, which contains 39 lessons, is to provide interesting exercises for practice in English segmental phonemes. Sounds are taught first within the context of individual words with emphasis on aural recognition and oral reproduction. The vocabulary is then used within the context of phrases and sentences to accustom the student to natural language rhythm and meaning. The drills also attempt to develop an appreciation for language idiom and culture. The text is recommended for use with "English Sounds and Their Spelling", on whose structure it is based. A table of contents and index to sounds and key exercises are included. (DD)

ED 083 841 FL 004 041

Peniche Leger, Maria Elena, Ed.
Lengua nacional: Fichas de trabajo 5 (National Language: Workbook 5).

Pub Date 72

Note—336p.; In Spanish
 Available from—Santillana Publishing Co., Distribution Center, 295 Evanston Drive, Hightstown, NJ 08520 (\$3.30)

Document Not Available from EDRS.

Descriptors—*Beginning Reading, Developmental Reading, Early Reading, *Instructional Materials, *Language Arts, Language Instruction, Reading, Reading Materials, Reading Programs, *Spanish, Spanish Speaking, Story Reading, *Workbooks

This consumable, graded workbook can be used for exercises, tests, and individualized learning. Each level contains 30 units divided into four groups of exercises: reading analysis, grammar, composition, and spelling. Ten general tests are also included. For the accompanying reader, see FL 004 051. (Author/SK)

ED 083 842 FL 004 042

Peniche Leger, Maria Elena, Ed.
Lengua nacional: Fichas de trabajo 4 (National Language: Workbook 4).

Pub Date 72

Note—320p.; In Spanish
 Available from—Santillana Publishing Co., Distribution Center, 295 Evanston Drive, Hightstown, NJ 08520 (\$3.30)

Document Not Available from EDRS.

Descriptors—*Beginning Reading, Developmental Reading, Early Reading, *Instructional Materials, *Language Arts, Language Instruction, Reading, Reading Materials, Reading Programs, *Spanish, Spanish Speaking, Story Reading, *Workbooks

This consumable, graded workbook can be used for exercises, tests, and individualized learning. Each level contains 30 units divided into four groups of exercises: reading analysis, grammar, composition, and spelling. Ten general tests are also included. For the accompanying reader, see FL 004 050. (Author/SK)

ED 083 843 FL 004 043

Peniche Leger, Maria Elena, Ed.
Lengua nacional: Fichas de trabajo 6 (National Language: Workbook 6).

Pub Date 72

Note—378p.; In Spanish
 Available from—Santillana Publishing Co., Distribution Center, 295 Evanston Drive, Hightstown, NJ 08520 (\$3.30)

Document Not Available from EDRS.

Descriptors—*Beginning Reading, Developmental Reading, Early Reading, *Instructional Materials, *Language Arts, Reading, Reading Materials, Reading Programs, *Spanish, Spanish Speaking, Story Reading, *Workbooks

This consumable, graded workbook can be used for exercises, tests, and individualized learning. Each level contains 30 units divided into four groups of exercises: reading analysis, grammar, composition, and spelling. Ten general tests are also included. For the accompanying reader, see FL 004 052. (Author/SK)

ED 083 844 FL 004 044

Peniche Leger, Maria Elena, Ed.
Lengua nacional: Fichas de trabajo 3 (National Language: Workbook 3).

Pub Date 72

Note—260p.; In Spanish
 Available from—Santillana Publishing Co., Distribution Center, 295 Evanston Drive, Hightstown, NJ 08520 (\$3.00)

Document Not Available from EDRS.

Descriptors—*Beginning Reading, Developmental Reading, Early Reading, *Instructional Materials, *Language Arts, Language Instruction, Reading, Reading Materials, Reading Programs, *Spanish, Spanish Speaking, Story Reading, *Workbooks

This consumable, graded workbook can be used for exercises, tests, and individualized learning. Each level contains 30 units divided into four groups of exercises: reading analysis, grammar, composition, and spelling. Ten general tests are also included. For the accompanying reader, see FL 004 049. (Author/SK)

ED 083 845 FL 004 045

Peniche Leger, Maria Elena, Ed.
Lengua Nacional: Fichas de trabajo 2 (National Language: Workbook 2).

Pub Date 72

Note—262p.; In Spanish
 Available from—Santillana Publishing Co., Distribution Center, 295 Evanston Drive, Hightstown, NJ 08520 (\$2.40)

Document Not Available from EDRS.

Descriptors—*Beginning Reading, Developmental Reading, Early Reading, *Instructional Materials, *Language Arts, Language Instruction, Reading, Reading Materials, Reading Programs, *Spanish, Spanish Speaking, Story Reading, *Workbooks

This consumable, graded workbook can be used for exercises, tests, and individualized learning. Each level contains 30 units divided into four groups of exercises: reading analysis, grammar, composition, and spelling. Ten general tests are also included. For the accompanying reader, see FL 004 048. (Author/SK)

ED 083 846 FL 004 046

Peniche Leger, Maria Elena, Ed.
Lengua nacional: Fichas de trabajo 1. Metodo de lectura y escritura (National Language: Workbook 1. A Method of Reading and Writing).

Pub Date 72

Note—320p.; In Spanish
 Available from—Santillana Publishing Co., Distribution Center, 295 Evanston Drive, Hightstown, NJ 08520 (\$3.30)

Document Not Available from EDRS.

Descriptors—*Beginning Reading, Developmental Reading, Early Reading, *Instructional Materials, *Language Arts, Language Instruction, Reading, Reading Materials, Reading Programs, *Spanish, Spanish Speaking, Story Reading, *Workbooks

This consumable, graded workbook can be used for exercises, tests, and individualized learning. Each level contains 30 units divided into four groups of exercises: reading analysis, grammar, composition, and spelling. Ten general tests are also included. For the accompanying reader, see FL 004 047. (Author/SK)

ED 083 847 FL 004 047

Peniche Leger, Maria Elena, Ed.
Senda: Lectura nivel 1 (Senda: Level One Reader).

Pub Date 72

Note—207p.; In Spanish
 Available from—Santillana Publishing Co., Distribution Center, 295 Evanston Drive, Hightstown, NJ 08520 (\$3.50)

Document Not Available from EDRS.

Descriptors—*Beginning Reading, Developmental Reading, Early Reading, Instructional Materials, *Language Arts, Language Instruction, Reading, Reading Materials, Reading Programs, *Spanish, Spanish Speaking, *Story Reading, *Textbooks

This textbook, the first in a series of six, is designed to give the beginning student practice in reading Spanish as adapted to Mexican linguistics. It makes use of comic strips with few words and paragraphs describing pictures. Subjects included in the 37 sections include the park, the zoo, a birthday celebration, dreams, and school. (Author/SK)

ED 083 848 FL 004 048

Peniche Leger, Maria Elena, Ed.
Senda: Lectura Nivel 2 (Senda: Level Two Reader).

Pub Date 72

Note—159p.; In Spanish
 Available from—Santillana Publishing Co., Distribution Center, 295 Evanston Drive, Hightstown, NJ 08520 (\$3.00)

Document Not Available from EDRS.

Descriptors—*Beginning Reading, Developmental Reading, Early Reading, Instructional Materials, *Language Arts, Language Instruction, Reading, Reading Materials, Reading Programs, *Spanish, Spanish Speaking, *Story Reading, *Textbooks

This textbook, the second in a series of six, is designed to give the beginning student practice in reading Spanish. It contains some 30 sections with passages of increasing degrees of difficulty. Colored illustrations are included. Subjects include animals, children's games, a pirate's flag, and astronauts. (SK)

ED 083 849 FL 004 049

Peniche Leger, Maria Elena, Ed.
Senda: Lectura nivel 3 (Senda: Level Three Reader).

Pub Date 72

Note—207p.; In Spanish
 Available from—Santillana Publishing Co., Distribution Center, 295 Evanston Drive, Hightstown, NJ 08520 (\$4.00)

Document Not Available from EDRS.

Descriptors—*Beginning Reading, Developmental Reading, Early Reading, Instructional Materials, *Language Arts, Language Instruction, Reading, Reading Materials, Reading Programs, *Spanish, Spanish Speaking, *Story Reading, *Textbooks

This textbook, the third in a series of six, is designed to give the intermediate elementary school student continued practice in reading Spanish. It contains some 30 sections with passages of increasing degrees of difficulty. Colored illustrations are included. The book introduces simple literary excerpts, short poems, and narratives from well-known authors interwoven with the adventures of three children in a circus. (Author/SK)

ED 083 850 FL 004 050

Peniche Leger, Maria Elena, Ed.
Senda: Lectura 4 (Senda: Reader 4).

Pub Date 72

Note—207p.; In Spanish
 Available from—Santillana Publishing Co., Distribution Center, 295 Evanston Drive, Hightstown, NJ 08520 (\$4.00)

Document Not Available from EDRS.

Descriptors—*Beginning Reading, Developmental Reading, Early Reading, *Instructional Materials, *Language Arts, Language Instruction, Reading, Reading Materials, Reading Programs, *Spanish, Spanish Speaking, *Story Reading, *Textbooks

This textbook, the fourth in a series of six, is designed to give the intermediate elementary school student continued practice in reading Spanish. It contains some 30 sections with passages of increasing degrees of difficulty. Colored illustrations are included. In this volume, Quetzalcoatl, god of the winds, conducts a group of children to adventures by the sea, in outer space, and inside the earth. Excerpts from authors such as Cervantes, Lorca, and Horacio Quiroga are interwoven into the central story. (Author/SK)

ED 083 851 FL 004 051

Peniche Leger, Maria Elena, Ed.
Senda: Lectura nivel 5 (Senda: Level Five Reader).

Pub Date 72

Note—200p.; In Spanish
 Available from—Santillana Publishing Co., Distribution Center, 295 Evanston Drive, Hightstown, NJ 08520 (\$4.00)

Document Not Available from EDRS.

Descriptors—*Beginning Reading, Developmental Reading, Early Reading, *Instructional Materials, Language, *Language Arts, Language Instruction, Reading, Reading Materials, Reading Programs, *Spanish, Spanish Speaking, *Story Reading, *Textbooks

This textbook, the fifth in a series of six, is designed to give the advanced elementary school student continued practice in reading Spanish. It contains some 30 sections with passages of increasing degrees of difficulty. Illustrations are included. At this level the maintenance of a central plot is considered unnecessary. The central narrative is varied by a selection of excerpts from Cervantes, Twain, Kipling, Juan Ramon Jimenez, and Saint-Exupery. Other authors included are I.M. Altamirano, Fernandez de Lizardi, Justo Sierra, and Pablo Neruda. (Author/SK)

ED 083 852 FL 004 052

Peniche Leger, Maria Elena, Ed.
Senda: Lectura 6 (Senda: Reader 6).

Pub Date 72

Note—204p.; In Spanish
 Available from—Santillana Publishing Co., Distribution Center, 295 Evanston Drive, Hightstown, NJ 08520 (\$4.00)

Document Not Available from EDRS.

Descriptors—*Beginning Reading, Developmental Reading, Early Reading, *Instructional Materials, *Language Arts, Language Instruction, Reading, Reading Materials, Reading Programs, *Spanish, Spanish Speaking, *Story Reading, *Textbooks

This textbook, the sixth in a series of six, is designed to give the advanced elementary school student continued practice in reading Spanish. It contains some 30 sections with passages of in-

creasing degrees of difficulty. Illustrations are included. The text includes selections from authors such as Inca Garcilaso de la Vega, Melville, Santos Chocano, Ruben Dario, Oliver Curwood, Marti, and Herrera y Reissig, as well as contemporary authors such as Leon Felipe, Gabriela Mistral, Hemingway, Miguel Hernandez, and Gabriel Garcia Marquez. (Author/SK)

ED 083 853 FL 004 053

Peniche Leger, Maria Elena

Tecnologia educativa: Lengua nacional 1. Guiones didacticos para el profesor (Educational Technology: National Language 1. Teacher's Guide).

Pub Date 72

Note—210p.; In Spanish

Available from—Santillana Publishing Co., Distribution Center, 295 Evanston Drive, Hightstown, N. J. 08520 (\$3.50)

Document Not Available from EDRS.

Descriptors—Beginning Reading, *Bilingual Education, Developmental Reading, Early Reading, Language Arts, *Mexican Americans, Reading, *Reading Materials, Reading Programs, *Spanish, Spanish Speaking, Story Reading, *Teaching Guides

This is the first in a series of six teacher's guides designed to accompany the Senda textbooks (FL 004 047 through 004 052). It contains instructions for presenting the lessons and for handling the individual needs of the pupils. (Author/SK)

ED 083 854 FL 004 054

Peniche Leger, Maria Elena

Tecnologia educativa: Lengua nacional 2. Guiones didacticos para el profesor (Educational Technology: National Language 2. Teacher's Guide).

Pub Date 72

Note—144p.; In Spanish

Available from—Santillana Publishing Co., Distribution Center, 295 Evanston Drive, Hightstown, N. J. 08520 (\$3.50)

Document Not Available from EDRS.

Descriptors—Beginning Reading, *Bilingual Education, Developmental Reading, Early Reading, Language Arts, *Mexican Americans, Reading, *Reading Materials, Reading Programs, *Spanish, Spanish Speaking, Story Reading, *Teaching Guides

This is the second in a series of six teacher's guides designed to accompany the Senda textbooks (FL 004 047 through 004 052). It contains instructions for presenting the lessons and for handling the individual needs of the pupils. (Author/SK)

ED 083 855 FL 004 055

Peniche Leger, Maria Elena

Tecnologia educativa: Lengua nacional 3. Guiones didacticos para el profesor (Educational Technology: National Language 3. Teacher's Guide).

Pub Date 72

Note—144p.; In Spanish

Available from—Santillana Publishing Co., Distribution Center, 295 Evanston Drive, Hightstown, N. J. 08520 (\$3.50)

Document Not Available from EDRS.

Descriptors—Beginning Reading, *Bilingual Education, Developmental Reading, Early Reading, Language Arts, *Mexican Americans, Reading, *Reading Materials, Reading Programs, *Spanish, Spanish Speaking, Story Reading, *Teaching Guides

This is the third in a series of six teacher's guides designed to accompany the Senda textbooks (FL 004 047 through 004 052). It contains instructions for presenting the lessons and for handling the individual needs of the pupils. (Author/SK)

ED 083 856 FL 004 056

Peniche Leger, Maria Elena

Tecnologia educativa: Lengua nacional 4. Guiones didacticos para el profesor (Educational Technology: National Language 4. Teacher's Guide).

Pub Date 72

Note—144p.; In Spanish

Available from—Santillana Publishing Co., Distribution Center, 295 Evanston Drive, Hightstown, N. J. 08520 (\$3.50)

Document Not Available from EDRS.

Descriptors—Beginning Reading, *Bilingual Education, Developmental Reading, Early Reading, Language Arts, *Mexican Americans, Reading, *Reading Materials, Reading Programs, *Spanish, Spanish Speaking, Story Reading, *Teaching Guides

This is the fourth in a series of six teacher's guides designed to accompany the Senda textbooks (FL 004 047 through 004 052). It contains instructions for presenting the lessons and for handling the individual needs of the pupils. (Author/SK)

ED 083 857 FL 004 057

Peniche Leger, Maria Elena

Tecnologia educativa: Lengua nacional 5. Guiones didacticos para el profesor (Educational Technology: National Language 5. Teacher's Guide).

Pub Date 72

Note—145p.; In Spanish

Available from—Santillana Publishing Co., Distribution Center, 295 Evanston Drive, Hightstown, N. J. 08520 (\$3.50)

Document Not Available from EDRS.

Descriptors—Beginning Reading, *Bilingual Education, Developmental Reading, Early Reading, Language Arts, *Mexican Americans, Reading, *Reading Materials, Reading Programs, *Spanish, Spanish Speaking, Story Reading, *Teaching Guides

This is the fifth in a series of six teacher's guides designed to accompany the Senda textbooks (FL 004 047 through 004 052). It contains instructions for presenting the lessons and for handling the individual needs of the pupils. (Author/SK)

ED 083 858 FL 004 058

Peniche Leger, Maria Elena

Tecnologia educativa: Lengua nacional 6. Guiones didacticos para el profesor (Educational Technology: National Language 6. Teacher's Guide).

Pub Date 72

Note—144p.; In Spanish

Available from—Santillana Publishing Co., Distribution Center, 295 Evanston Drive, Hightstown, N. J. 08520 (\$3.50)

Document Not Available from EDRS.

Descriptors—Beginning Reading, *Bilingual Education, Developmental Reading, Early Reading, Language Arts, *Mexican Americans, Reading, *Reading Materials, Reading Programs, *Spanish, Spanish Speaking, Story Reading, *Teaching Guides

This is the sixth in a series of six teacher's guides designed to accompany the Senda textbooks (FL 004 047 through 004 052). It contains instructions for presenting the lessons and for handling the individual needs of the pupils. (Author/SK)

ED 083 859 FL 004 085

Campbell, Heidi

Extracurricular Foreign Language Activities. ERIC Focus Reports on the Teaching of Foreign Languages, Number 29.

American Council on the Teaching of Foreign Languages, New York, N.Y.; ERIC Clearinghouse on Languages and Linguistics, New York, N.Y.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Task Force on Dissemination.

Pub Date 73

Note—10p.

Available from—MLA/ACTFL Materials Center, 62 Fifth Avenue, New York, NY 10011 (\$3.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cocurricular Activities, *Cultural Education, Instructional Program Divisions, Language Enrichment, Language Instruction, *Modern Languages, *Secondary School Students, Student Attitudes, *Student Motivation, Supplementary Education, Teaching Methods

Because of recent educational trends, reliance on the language club as an instructional supplement is no longer sufficient. This paper discusses the general decline of language clubs and the changing philosophy behind extracurricular activities, such as department-wide festivals, weekend programs, and trips abroad. These activities are suggested as replacements for outdated language clubs and are intended to provide a more relevant and interesting cultural experience for today's student. (CM)

ED 083 860 FL 004 266

Worth, Dean S., Ed. Meyerstein, Zlata P., Ed.

East European Linguistics Studies Project No. 1: Development of a Czech Reference Grammar. Final Report.

Center for Applied Linguistics, Washington, D.C. Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Pub Date May 73

Contract—OEC-0-71-3559-823

Note—974p.; Translated and edited from the "Česka Mluvnice" by Bohuslav Havranek and Alois Jedlicka (Prague: Statni pedagogicki nakladatelstvi, 1970)

EDRS Price MF-\$0.65 HC-\$32.90

Descriptors—*Czech, Diachronic Linguistics, Dialect Studies, *Grammar, Language, Linguistics, Morphology (Languages), Phonology, *Reference Books, *Slavic Languages, Social Dialects, *Speech, Spelling, Structural Analysis, Syntax

This reference grammar provides extensive analysis and examples of the Czech language. The introductory section discusses general concepts concerning speech and language, Czech dialectology, linguistic analysis, stylistics, grammar, and diachronic linguistics. The major sections include phonology, orthography, morphology, and syntax. Several appendices dealing with semantics, stylistics, and the history of the Czech language are included. (RL)

ED 083 861 FL 004 370

Carlson, Barry F.

A Grammar of Spoken: A Salish Language of Eastern Washington. Working Papers in Linguistics. Volume 4, Number 4.

Hawaii Univ., Honolulu. Dept. of Linguistics.

Pub Date Jun 72

Note—166p.; Ph.D. Dissertation, University of Hawaii

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*American Indian Languages, Consonants, Descriptive Linguistics, Distinctive Features, Form Classes (Languages), *Grammar, Lexicology, *Morphology (Languages), Morphophonemics, Nominals, *Phonology, Pronouns, *Salish, Syllables, Synchronic Linguistics, Syntax, Verbs, Vocabulary, Vowels

Identifiers—*Spoken

Spoken is the dialect of Salishan spoken in the westernmost section of the area extending east from the Columbia River in Washington to the foothills of the Rockies in Montana. The present study is an overall treatment of its grammar, presented in three parts—phonology, morphology, and grammar. Extensive illustrations and charts are provided. A bibliography is also included. (DD)

ED 083 862 FL 004 405

McGuire, Helen Rao, Susan

English as a Second Language; Achievement Tests, Level 1.

Milwaukee Public Schools, Wis.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 69

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement Tests, Diagnostic Tests, Elementary Grades, *English (Second Language), Grade Equivalent Scales, High Schools, Kindergarten, Language Learning Levels, *Language Skills, *Language Tests, Listening Skills, Reading Skills, Scoring Formulas, Sequential Learning, Speech Skills, *Test Interpretation, Writing Skills

This achievement test booklet is designed to assist the teacher in determining the length of time pupils should spend in Level 1 of English as a second language, and to test proficiency in the skills of listening, speaking, reading, and writing. Listening and speaking tests may be used in kindergarten through grade 12, reading and writing tests in grades 6 through 12 (in 4th and 5th grades at the discretion of the teacher). Tests are based on "English as a Second Language Guide for Teachers" of the Milwaukee Public Schools. Instructions for administering and scoring tests are included. (Author/DD)

ED 083 863 FL 004 406

Griem, Peggy Wilson, Margaret

English as a Second Language: Unit on Prepositions.

Milwaukee Public Schools, Wis.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 69

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, Elementary Grades, *English (Second Language), *Function Words, *Instructional Materials, Language Ability, *Language Tests, Language Usage, Listening Comprehension, Sentence Structure, Sequential Learning, Speech Skills, *Teaching Techniques, Textbooks, Vocabulary Development, Writing Skills

This unit is intended to help teach and test the prepositions outlined in the "English as a Second Language Guide" of the Milwaukee Public Schools. The text is sequenced to develop listening and understanding skills first, then speaking and writing skills, and finally reading comprehension without visual clues. Review and testing sections are included. (DD)

ED 083 864

FL 004 493

Wolverton, Robert E.

The Ship of Classics: The Ark, the Titanic, or the Good Ship Lollipop?

Pub Date 21 Jun 73

Note—11p.; Paper presented at the 26th Annual Conference of the American Classical League, Western College, Oxford, Ohio, June 21, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Articulation (Program), *Classical Languages, *Classical Literature, *College Language Programs, *Greek, *Latin, Relevance (Education)

Various problems confronting teachers of the classics are explored through frequent reference to the metaphor of the classics viewed as a sailing ship in a sea of troubled waters. Several of the difficulties confronting classics teachers are seen to be related to an anti-intellectual mood prevailing in academe, scheduling problems, shifting school population, and a lack of articulation in classics programs between secondary schools and colleges. Methods for alleviating the difficulties caused by such issues are proposed. (RL)

ED 083 865

FL 004 495

Lange, Dact L., Comp. And Others

1975 ACTFL Annual Bibliography of Books and Articles on Pedagogy in Foreign Languages.

American Council on the Teaching of Foreign Languages, New York, N.Y.; ERIC Clearinghouse on Languages and Linguistics, New York, N.Y.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C. Office of Research and Development Resources.

Pub Date May 73

Note—126p.; Offprint from "Foreign Language Annals," v6 n4 May 1973

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Applied Linguistics, *Bibliographies, *Classical Languages, Cross Cultural Training, Curriculum Planning, Curriculum Problems, Greek, *Language Instruction, Language Laboratory Equipment, Language Teachers, Language Tests, Latin, Learning Processes, Literature, *Modern Languages, Second Language Learning, Teacher Education, Teacher Qualifications, Teaching Machines, Teaching Methods

Compiled from a master list of about 300 journals and various book sources, this sixth annual selective bibliography published by the American Council on the Teaching of Foreign Language (ACTFL) lists 3,632 items concerned with pedagogy in modern foreign languages, Latin, Greek, English as a second language, and applied linguistics. The 1972 listing provides continuity with the Birkmaier-Lange "Selective Bibliography on the Teaching of Foreign Languages 1920-66" and the ACTFL bibliographies of 1967, 1968, 1969, 1970, and 1971. Sections include (1) Linguistics, (2) Culture, (3) Teaching the Foreign Language, (4) Curriculum Problems and Development, (5) Materials (6) Physiology and Psychology of Language Learning, (7) Teacher Education and Certification, (8) Methods, (9) Equipment, and (10) Testing. An author index is included. For related documents, see ED 021 152, ED 024 293, ED 025 988, ED 029 158, ED 040 625, ED 050 651, and ED 072 675. (HW)

ED 083 866

FL 004 602

Michel, Joseph

Teaching Spanish Reading to the Spanish Dominant Child.

Pub Date Oct 71

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Bilingualism, Early Reading, Language Ability, Learning Readiness, Minority Groups, Motivation, *Reading Ability, Reading Achievement, Reading Comprehension, Reading Development, Reading Diagnosis, Reading Level, *Reading Readiness, Reading Skills, *Spanish, *Spanish Speaking

This paper makes the following points concerning the teaching of Spanish reading to the Spanish dominant child: (1) Encourage parents to begin teaching their children to read as early as possible, (2) teach reading first in the mother tongue of the child, the language the child knows best, (3) isolate and solve the difficulties the child finds most troublesome, (4) vary the kinds of reading materials, (5) maintain a high level of interest, (6) choose challenging selections, and (7) encourage as much individual reading as possible. (Author/SK)

ED 083 867

FL 004 626

Advanced Spanish Part 1, Foreign Language: 7506.31.

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—30p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Advanced Students, *Audiolingual Methods, Course Content, *Course Descriptions, Course Objectives, Cultural Context, Instructional Materials, *Language Instruction, Language Tests, Nominals, Reading Instruction, Second Language Learning, Short Stories, *Spanish, *Spanish Literature, Teaching Techniques, Verbs, Vocabulary Development, Word Study Skills

Identifiers—*Quinmester Program

This course outline for advanced students of Spanish is based on Units 24 and 25 of "A-LM Spanish," first edition, with numerous materials added. The multiple skills of language are enhanced with continued emphasis on guided discussion and free conversation. Nominalization with the definite, indefinite, and neuter articles is among the structures included. The readings center around such dissimilar figures as Pio Baroja and Miguel de Unamuno, both well-known writers of this century, and Isabel de Castilla and El Cid, who lived centuries ago. However, a main idea pervades all the readings, giving them unity—that of patriotic love and concern for Spain's unity, grandeur, and freedom. The outline contains a statement of the broad goals and performance objectives of the course, a detailed description of course content, suggestions for the expansion of materials, suggested classroom procedures, and sample evaluations. (Author/HW)

ED 083 868

FL 004 627

Buen viaje Part I, Spanish: 7503.26.

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—67p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiolingual Methods, Beginning Reading, Course Content, *Course Descriptions, Course Objectives, Cultural Context, Dialogue, Grammar, Instructional Materials, *Language Instruction, Oral Communication, Pattern Drills (Language), Second Language Learning, *Spanish, Student Attitudes, Student Evaluation, Teaching Techniques, *Travel, Vocabulary Development

Identifiers—*Quinmester Program

This introductory course in Spanish focuses on the listening, speaking, and reading skills as well as presenting some cultural background material. Attention is also paid to developing a positive student attitude toward language learning. The content of the course is centered upon passports, visas, immunization shots, customs, hotel accommodations, money exchange, etc. Spanish is the language used in the classroom. The course consists of eight lessons each with: (1) a presentation of the cultural context for the lesson, (2) several short dialogues, (3) numerous exercises and drills, (4) an explanation of the structures introduced in the lesson, (5) reading assignments, (6) suggested questions to stimulate oral communication in the language, and (7) a supplement. The course outline also includes a statement of the broad goals and performance objectives for the course, suggestions for the expansion of material, suggested classroom procedures, and sample evaluations. (HW)

ED 083 869

FL 004 628

Advanced French Refresher: 7524.14.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—27p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Advanced Students, *College Entrance Examinations, College Placement, Course Content, *Course Descriptions, Course Objectives, *French, Language Instruction, Language Tests, Reading Comprehension, *Review (Reexamination), Second Language Learning, Structural Grammar, Student Evaluation, Teaching Techniques, Verbs, Vocabulary Development, Writing Skills

Identifiers—*Quinmester Program

This course is designed to meet the needs of any student, either concurrently or previously enrolled in third- or fourth-year French, who desires to review the essentials of French grammar and to increase his vocabulary. It is, however, specifically planned for those who want to take the College Board Achievement Test in French. For that reason, the course deals largely with the development of the reading and writing skills, but the use of French as the language of the classroom is strongly recommended. Few textbooks are planned for a nine-week course, but several suggestions are made in the list of materials. From these the teacher will select what seems best for the particular class, according to the course outline. The relative amount of time allotted to the skills emphasized will be suggested but will, of necessity, be independent upon the level of achievement of the students enrolled. Also included here are a statement of the broad goals and performance objectives of the course, a detailed description of course content, suggested classroom procedures, and sample evaluations. (Author)

ED 083 870

FL 004 630

Le Français dans le Monde, Foreign Language: 7526.14.

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—32p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—African Culture, *Area Studies, Course Content, *Course Descriptions, Course Objectives, Cultural Awareness, Cultural Context, Cultural Differences, Filmstrips, *Foreign Culture, Foreign Language Films, *French, Language Instruction, Measurement Goals, Measurement Instruments, Performance Criteria, *Secondary Grades, Student Evaluation, Tape Recordings, Teaching Techniques

Identifiers—Canada, Polynesia, *Quinmester Program, Southeast Asia

This course is designed to familiarize students with the various countries throughout the world in which French is the official language or is widely used. It includes such culturally distinct areas as Canada, Haiti, Africa, Polynesia, and Southeast Asia. Students choose an area which interests them for intensive study. Class discussion is conducted in French: extensive use is made of films, filmstrips, and tapes. Included in the course description booklet are a detailed listing of the broad goals and performance objectives, an outline of course content, suggested procedures for the classroom, and sample evaluations. (Author/HW)

ED 083 871

FL 004 631

Les Français Contemporains: 7526.15.

Dade County Public Schools, Miami, Fla.

Pub Date 73

Note—30p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Advanced Students, Course Content, *Course Descriptions, Course Objectives, Cultural Awareness, *Cultural Context, Cultural Education, Cultural Images, *French, Independent Study, Language Instruction, Language Skills, Measurement Goals, Measurement Instruments, Performance Criteria, *Personality Studies, Resource Materials, Student Evaluation, Teaching Techniques

Identifiers—*Quinmester Program

This course is designed to appeal to advanced classes whose teachers and students would like an alternative to the more formal, regular classroom situation and who have some interest in learning

more about France and its people. The purpose is to present a cross-section of contemporary France through the profiles of personalities who have made important contributions in the arts, sciences, and humanities. Emphasis is on the development in the student of a greater awareness of and familiarity with 20th century France while, at the same time, continuing to improve language skills in all areas. Included in the course description booklet are a detailed listing of broad goals and performance objectives, an outline of course content, suggested procedures for the classroom, and sample evaluations. (Author/HW)

ED 083 872 FL 004 659
Progressing in Spanish Part 1, Foreign Language: 7504.11.

Dade County Public Schools, Miami, Fla.
Pub Date 72

Note—34p.; An Authorized Course of Instruction for the Quinquennial Program
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conversational Language Courses, *Course Content, *Course Descriptions, Course Evaluation, Course Objectives, Course Organization, *Language Instruction, Language Usage, *Second Language Learning, *Spanish, Speech, Tests, Textbooks, Vocabulary, Word Lists

Identifiers—*Quinquennial Program

In this course the student expands his aural skills by talking about school, food, and clothes, and at the same time he develops his reading and writing skills. The student manipulates the stem alternation *e-i* (*pedir*), the irregular verb (*decir*), the present progressive, negation (using *nada*, *nadie*, *ninguno*, *nunca*, *tampoco*, *ni*), possessive adjectives, direct object pronouns, direct versus indirect objects, the infinitive as the object of a preposition, the long form of the possessive adjectives, and the generic use of the definite article. Spanish is the language of the classroom. Units 11 and 12 of "A-LM Spanish I," second edition, provide the basic content of the course. (Author)

ED 083 873 FL 004 660
Gonzalez-Ravelo, Elena
Spanish Shorthand—Theory, Business Education: 7707.12.

Dade County Public Schools, Miami, Fla.
Pub Date 72

Note—20p.; An Authorized Course of Instruction for the Quinquennial Program
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, *Business Education, *Course Content, *Course Descriptions, Course Evaluation, Course Objectives, Course Organization, Language Arts, Language Skills, *Spanish, *Stenography, Tests, Textbooks, Translation, Vocabulary, Word Lists

Identifiers—*Quinquennial Program

This booklet describes a course of instruction on the theory of Spanish shorthand. Topics discussed include course description; course enrollment guidelines; course content; suggested procedures, strategies, and learning activities; evaluative instruments, and resources for students and teachers. An appendix contains a Spanish business vocabulary, brief forms and a key, and Spanish shorthand phrases. (SK)

ED 083 874 FL 004 661
Gonzalez-Ravelo, Elena
Spanish Shorthand—Dictation and Transcription, Business Education: 7707.32.

Dade County Public Schools, Miami, Fla.
Pub Date 72

Note—24p.; An Authorized Course of Instruction for the Quinquennial Program
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, *Business Education, *Course Content, *Course Descriptions, Course Evaluation, Course Objectives, Course Organization, Language Arts, Language Skills, *Spanish, *Stenography, Tests, Textbooks, Translation, Vocabulary, Word Lists

Identifiers—*Quinquennial Program

This booklet describes a course of instruction on the dictation and transcription of Spanish shorthand. Topics discussed include course description; course enrollment guidelines; course content; suggested procedures, strategies, and learning activities; evaluative instruments; and resources for students and teachers. An appendix contains tests, brief forms, word derivatives, phrases, vocabulary, and translation. (SK)

ED 083 875 FL 004 662

Gonzalez-Ravelo, Elena

Spanish Shorthand—Speedbuilding, Business Education: 7707.22.

Dade County Public Schools, Miami, Fla.
Pub Date 72

Note—25p.; An Authorized Course of Instruction for the Quinquennial Program
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, *Business Education, *Course Content, *Course Descriptions, Course Evaluation, Course Objectives, Course Organization, Language Arts, Language Skills, *Spanish, *Stenography, Tests, Textbooks, Translation, Vocabulary

Identifiers—*Quinquennial Program

This booklet describes a course on speedbuilding in Spanish shorthand. Topics include a course description, course enrollment guidelines, course content, suggested procedures, strategies, and learning activities; evaluative instruments; and resources for students and teachers. An appendix contains additional information such as a Spanish business vocabulary and tests on grammar, syllabification, and marks. (SK)

ED 083 876 FL 004 675
Book of Educational Prescriptions for English as a Second Language.

Orange County Board of Education, Santa Ana, Calif.

Pub Date Jan 73

Note—187p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*English (Second Language), Grammar, *Instructional Materials, Interval Pacing, *Kindergarten, Language Instruction, Lesson Plans, *Manuals, Pictorial Stimuli, *Primary Grades, Sentence Structure, Teacher Aides, Time Factors (Learning), Vocabulary, Worksheets

This manual is designed for instruction in English as a second language on the kindergarten and primary levels. The text includes a profile sheet for each student which provides for teacher identification of student academic needs and contains coordinated code numbers which indicate the prescribed instructional materials. These materials include worksheets with pictorial aids for motor skill development, vocabulary development, sentence structure and language usage, and questions for conducting the lesson. The coded sheets also indicate group size, lesson duration, picture interval pacing, and success criteria. (DD)

ED 083 877 FL 004 681

Pack, Alice C., Ed.

TESL Reporter, Vol. 6, No. 4.

Church Coll. of Hawaii, Laie. English Language Inst.

Pub Date 73

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adjectives, College Curriculum, Creative Dramatics, Cross Cultural Studies, Cultural Awareness, Cultural Differences, Culture Contact, *English (Second Language), *English Curriculum, Intercultural Programs, *Language Instruction, *Reading Instruction, *Second Language Learning

This issue contains the following articles: "Trends in the Teaching of Reading" by Virginia French Allen; "A Lesson in Creative Dramatics" by Eloise Hayes and Richard Via; "Some Restrictions on Reduplication of Adjectives in English" by John T. Platt; "CCH BATESL Graduates"; and "Intercultural Communication Training: A Bridge for Human Understanding" by Kenneth E. Mann. Also included are two book reviews: "Writing as a Thinking Process" by Mary S. Lawrence, and "Improving Aural Comprehension" by Joan Morley. (HW)

ED 083 878 FL 004 759

Tome, Martha V., Ed.

Proyecto Leer Bulletin, Number 12.

Books for the People Fund, Inc., Washington, D.C.

Sports Agency—National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date 73

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biculturalism, *Bilingualism, Books, Bulletins, Elementary School Students, *English, *Instructional Materials, Kindergarten Children, Mathematics, Minority Groups, *Newsletters, Reading, *Spanish

This bulletin is designed to serve the Spanish-speaking population of the United States. This issue contains a list of popular magazines in Spanish for children and adults. Another section provides the names of comics for children. Titles to be found under "Publications in Series and Collections" are the popular type of romantic, western, or detective stories available in paperback. Also included in this issue is a section devoted to teaching materials to be used from kindergarten to third grade in the areas of reading, mathematics, and science. (SK)

ED 083 879 FL 004 768

Young, Rodney H.

The Question of Linguistic Deficiency in the Bilingual Setting.

Pub Date Apr 73

Note—24p.; Paper presented at the Symposium on the Education of Mexican Americans at the meeting of the Society for Applied Anthropology, University of Arizona, Tucson, April 12-14, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bilingualism, Investigations, Language Ability, *Language Research, Language Skills, *Linguistic Competence, Linguistic Patterns, *Linguistic Performance, Linguistics, Oral Communication, Oral Expression, Research, *Research Problems, Technical Reports

This paper concerns the question of linguistic deficiency in the bilingual setting. The author believes that language is a uniquely human phenomenon developing mainly in response to maturation in the midst of confusing linguistic input, varying in style and language according to situation. However, there seems to be no reason to expect the bilingual setting to produce a condition of linguistic deficiency. A child may acquire two linguistic systems in a general sense, or a single system overlapping two languages. A working system can, nevertheless, be the result. The report includes a bibliography. (SK)

ED 083 880 FL 004 771

Reyes, Donald J.
The Relative Development of Spanish and English as Abstract and Conceptual Languages in Bilinguals.

Pub Date 20 Jun 73

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bilingual Education, Bilingualism, *Bilingual Students, *English, *Junior High School Students, Language Arts, Language Proficiency, Language Research, Language Skills, Secondary Education, *Spanish, Testing, *Testing Problems, Testing Programs, Test Results, Verbal Ability, Vocabulary

The ability of bilingual students to profit educationally when Spanish is the vehicle of instruction was inferred from a qualitative analysis of their responses to matched Spanish-English vocabulary tests. The responses of 53 bilingual junior high school students with strong Spanish language histories were classified as qualitatively higher or lower definitions. Higher level definitions were considered more abstract and conceptual in nature. No significant differences were found between the proportion of higher level definitions given in Spanish and those given in English, nor for the same proportions when the sample was grouped by sex and by Spanish language history. It was inferred that students could profit equally well from instruction that used Spanish or English as the vehicle of communication. (Author/SK)

ED 083 881 FL 004 797

Specialised Bibliography 1. Foreign Language Testing.

Centre for Information on Language Teaching, London (England).

Pub Date May 71

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, Aptitude Tests, *Bibliographies, *Language Proficiency, *Language Tests, Listening Tests, Objective Tests, Prognostic Tests, Reading Tests, Standardized Tests, *Student Testing, Test Construction, Testing Problems, Test Interpretation, Test Results, *Test Selection, Test Validity, Test Wiseness, Verbal Tests

This bibliography includes most publications on the theory and practice of foreign language testing which have appeared since 1950. It does not

include those referring to testing in the mother tongue. Parts 1 and 2 include other bibliographies on testing and a short selection of published tests which embody recent techniques. Part 3—the main section—covers published books and periodical articles. The entries are not annotated. (Author/HW)

ED 083 882 FL 004 799
Teaching Materials for German. Textbook Courses; Textbooks and Readers for Specialists in Other Subjects; Readers.

Centre for Information on Language Teaching, London (England).
Pub Date Oct 72
Note—56p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Annotated Bibliographies, Audiovisual Aids, Conversational Language Courses, Fles Materials, *German, *Instructional Materials, *Language Instruction, *Language Learning Levels, Language Skills, Multimedia Instruction, Reading Level, Reading Materials, Secondary Grades, Second Language Learning, Supplementary Textbooks, Textbook Evaluation

These three lists are part of a series which will form a bibliography of teaching materials for German. Entries are classified according to the age and level of instruction for which they were intended. Each list treats a separate category of materials. There is a title index, as well as an index to authors, editors, compilers and adaptors, with each list. The remaining sections are being compiled in the United Kingdom. (HW)

ED 083 883 FL 004 800
Teaching Materials for French. Recorded and Audio-Visual Courses; Recorded and Audio-Visual Supplementary Material; Books for Conversation-Comprehension-Composition-Translation; Pictorial Readers-Classroom Magazines, Books with Games & Puzzles-Playlets-Songs; Primary School French.

Centre for Information on Language Teaching, London (England).
Pub Date Apr 73
Note—94p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Annotated Bibliographies, Audiovisual Aids, Classroom Games, Composition Skills (Literary), Comprehension Development, Conversational Language Courses, Fles Materials, *French, *Instructional Materials, *Language Instruction, *Language Learning Levels, Language Skills, Multimedia Instruction, Reading Materials, Secondary Grades, Second Language Learning, Supplementary Textbooks, Textbook Evaluation, Translation

These five lists form an annotated bibliography of instructional materials for use in teaching French, classified according to the age and level of instruction for which they were intended. Each list treats a separate category of materials. There is a title index, as well as an index of authors, editors, compilers, and adaptors, with each list. (HW)

ED 083 884 FL 004 801
Teaching Materials for Italian. Recorded and Audio-Visual Materials; Supplementary Course Materials and Readers.

Centre for Information on Language Teaching, London (England).
Pub Date Oct 71
Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Annotated Bibliographies, Audiovisual Aids, Conversational Language Courses, Fles Materials, *Instructional Materials, *Italian, *Language Instruction, *Language Learning Levels, Language Skills, Multimedia Instruction, Reading Level, Reading Materials, Secondary Grades, Second Language Learning, Supplementary Textbooks, Textbook Evaluation

These two lists are part of a series which will form a bibliography of instructional materials for teaching Italian. They are classified according to the age and level of instruction for which they were intended. Each list treats a separate category of materials. Further lists are being prepared in the United Kingdom. An author index is included. (HW)

ED 083 885 FL 004 802
Teaching Materials for Russian. Recorded and Audio-visual Course and Supplementary Material; Courses and Readers for Students of Science and Technology and Social Science, Readers.

Centre for Information on Language Teaching, London (England).
Pub Date May 73

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, Adult Reading Programs, *Annotated Bibliographies, Audiovisual Aids, Conversational Language Courses, Fles Materials, *Instructional Materials, *Language Instruction, *Language Learning Levels, Language Skills, Multimedia Instruction, Reading Materials, *Russian, Secondary Grades, Second Language Learning, Social Sciences, Supplementary Textbooks, Technology, Textbook Evaluation

These three lists are part of a series which will form a bibliography of Russian language teaching materials. The bibliography comprises a list of contents, annotations, a letter classification which gives a guide to the level of suitability of the material, an author index, and a list of publishers' addresses. Each list treats a different category of materials. The remaining lists are being compiled in the United Kingdom. (HW)

ED 083 886 FL 004 803
Dakin, Julian

A Survey of English Courses for Immigrant Teachers. CILT Reports and Papers 5.

Centre for Information on Language Teaching, London (England).

Spons Agency—Department of Education and Science, London (England).

Pub Date 71

Note—88p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, Cultural Awareness, Cultural Differences, *English (Second Language), *Immigrants, Language Instruction, Professional Education, Second Language Learning, *Surveys, Teacher Background, *Teacher Education, Teacher Educators

Identifiers—England

This survey examines current programs available for teaching English as a second language to prospective teachers who are already professionally qualified in their own countries but are not equipped to work in a classroom with English-speaking children. The areas concerned are: London, Bradford, Nottingham, Leicester, Coventry, and Wolverhampton; and the immigrant teachers are almost exclusively from India or Pakistan. The problems of professional and social re-orientation are explored in depth, and it is found that it is as vital as the actual language instruction for the teacher to undergo training in these areas. (HW)

ED 083 887 FL 004 917
Report of the Regional Seminar on Instructional Materials for English Language Teaching, 1972.

Regional English Center (Singapore).

Pub Date Jul 72

Note—226p.; Seminar held July 5-12, 1972

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Applied Linguistics, *Conference Reports, Educational Objectives, Educational Theories, *English (Second Language), *Instructional Materials, *Language Instruction, Language Skills, Programmed Materials, Reading Instruction, Second Language Learning, *Seminars, Sociolinguistics, Speeches, Teacher Education, Teacher Workshops, Teaching Methods, Teaching Techniques, Writing Skills

This report on a week-long seminar on Instructional Materials for English Language Teaching, attended by 250 delegates from 20 countries and territories, contains the various speeches and papers presented as well as lists of the seminar planners, organizers, and participants. Included are the summary and proceedings of each of ten workshop meetings and summaries of papers and reports presented for discussion periods at thirteen plenary sessions. (HW)

HE

ED 083 888 HE 004 362
Gelber, Seymour
The Role of Campus Security in the College Setting.

National Inst. of Law Enforcement and Criminal Justice, Washington, D.C.

Pub Date Dec 72

Note—219p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 2700-00172, \$2.60)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*College Environment, *Higher Education, Legal Problems, Organization, *Police, *Police School Relationship, *Security

This study identifies and describes legal and operational structures of campus security offices, obtains an appraisal of campus security offices by students, faculty, and administrators and develops a proposed model for the effective use of campus security officers within a college setting. Following an overview of the study, Chapter II traces the history of the early beginnings when the tasks of the security officer were the responsibility of many individuals of both high and low order. The chapter describes the events to date which brought about the formalizing of the campus security directors. Chapter III emphasizes in tabular form the state statutes from which the campus security officer derives his authority as well as the court cases and attorney general opinions interpreting these statutes. Chapter IV, by use of a questionnaire to the campus security directors, examines personnel characteristics, the availability and use of specialized training and equipment, the relationships with other components on campus and the security force liaison with off-campus police. Chapter V, by utilizing an appraisal and role perception instrument, enables the campus security director, the faculty, the students and the administrators to appraise the conduct and to estimate the needs of the security force. Chapter VI summarizes the available data and offers a model security force suited for the performance of major control functions not inconsistent with a supportive, integrated relationship with students. (Author/MJM)

ED 083 889 HE 004 572
Parsons, Kermit C., Comp. Lang, Jon T., Comp.
An Annotated Bibliography on University Planning and Development.

Society for Coll. and Univ. Planning, New York, N.Y.

Pub Date Dec 68

Note—163p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Annotated Bibliographies, *College Planning, *Educational Development, Educational Facilities, *Educational Policy, *Higher Education, Medical Schools, Models, Research, School Community Relationship, Space Utilization, Student Enrollment

This annotated bibliography was prepared to assist research in planning for colleges and universities. Subject topics cover educational policy—general and statewide; university-community relationships; enrollment and space utilization studies; enrollment statistics; campus planning—general, planning and scheduling models, medical school plans and planning, parking and circulation, and history; campus plan reports; university architecture—general, academic buildings, libraries, housing, student centers and sports facilities, and other buildings. Other bibliographies and an author and article title index are included. (MJM)

ED 083 890 HE 004 595
Morrisseau, James J.
Simulation Models in Higher Education.
Educational Facilities Labs., Inc., New York, N.Y.; Society for Coll. and Univ. Planning, New York, N.Y.

Pub Date Jun 73

Note—4p.

Journal Cit.—Planning for Higher Education; v2 n3:5/5 p1-4 Jun 73

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conference Reports, Cost Effectiveness, *Costs, Educational Administration,

*Educational Finance, *Higher Education, Management Games, *Resource Allocations, *Simulation

This paper, adapted from a Society for College and University Planning conference, discusses cost simulation models in higher education. Emphasis is placed on the art of management, mini-models vs. maxi-models, the useful model, the reporting problem, anatomy of failure, information vs. action, and words of caution. (MJM)

ED 083 891

HE 004 599

Ashby, Eric

The Structure of Higher Education: A World View. Occasional Paper Number 6.

International Council for Educational Development, New York, N.Y.

Report No.—ICED-Occas-Pap-6

Pub Date Jan 73

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Change, *Educational Philosophy, *Higher Education, International Education, *Relevance (Education), *Speeches, *Universal Education, World Problems

This document contains an essay presented at the 2nd International Conference on Higher Education held at the University of Lancaster in England. The conference concentrated on the implications of mass higher education in the world. It is clear that many countries' education systems will have to change to undertake mass higher education successfully. This change will be implemented by the three main environmental forces acting on higher education: customer demand, manpower needs, and patron's influence. However, one of the most important characteristics of the system of mass higher education is that of offering opportunities for the intellect to be stretched to its capacities. The skill of working with people should be emphasized in mass higher education by giving lectures on noncognitive affective approaches to experience. Finally, there is a need in higher education to help people to learn the art of decisionmaking that includes scientific data, estimates of practicality, and a framework of ethical principles. To achieve this however, part-time teachers must be brought in from the world of decisionmaking to the world of the academic. (Author/PG)

ED 083 892

HE 004 637

Lave, Judith R. And Others

Paramedics: A Survey of the Issues.

Carnegie-Mellon Univ., Pittsburgh, Pa. Graduate School of Industrial Administration.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Office of the Secretary.

Report No.—WP-24-70-1

Pub Date Mar 71

Note—56p.; Revised study

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Health Occupations, *Health Personnel, *Higher Education, *Medical Services, *Paramedical Occupations

This report examines some of the issues surrounding the use of paramedic personnel. Following background information, emphasis is placed on programs and demonstration projects, training programs, the potential role of paramedics, the potential functions of paramedics, quality of care, acceptance of paramedics by patients and other personnel, the economics of paramedics, productivity, reimbursement policies, education and career mobility, and legal issues. Each issue is discussed in relation to relevant literature. An extensive bibliography is included. (Author/MJM)

ED 083 893

HE 004 716

Holmstrom, Engin I.

"Older" Freshmen: Do They Differ from "Typical" Undergraduates?

American Council on Education, Washington, D.C. Office of Research.

Report No.—ACE-RR-Vol-8-No-7

Pub Date Oct 73

Note—55p.

Available from—Publications Division, American Council on Education, One Dupont Circle, Washington, D.C. 20036 (\$3.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Age, *Age Differences, *College Freshmen, *Educational Experience, *Higher Education, Questionnaires, Research Projects, Student Characteristics

This report examines the educational experiences and progress of freshmen who are 20 years of age or older at the time of matriculation. Data were obtained from questionnaire responses of a sample consisting of 18,848 first-time full-time freshmen in fall 1967 and a subsample of 63,510 students in 1971. Data indicated: (1) Only 5% of the entering freshmen in 1967 were 20 years or older. (2) Older students tended to enroll in public rather than private institutions. (3) Nearly three out of four older students were men. (4) Older students made slightly lower high school grades than did average-age students. (5) Older students differed from average-age students in their undergraduate activities, aspirations, achievements, and in some of their attitudes. (6) Older students made lower college undergraduate grade-point averages than did average-age students, except in two-year colleges. (7) A greater proportion of older students planned to get no more than the baccalaureate. (8) Among older students, men enrolled in universities were more likely to attain the baccalaureate in four years than were women. (9) Older students in highly selective institutions or in four-year colleges were more likely to complete the B.A. than were older students enrolled in other types of institutions. (Author)

ED 083 894

HE 004 717

Holmstrom, Engin I.

Low-Income Students: Do They Differ from "Typical" Undergraduates?

American Council on Education, Washington, D.C. Office of Research.

Report No.—ACE-RR-Vol-8-No-5

Pub Date Sep 73

Note—50p.

Available from—Publications Division, American Council on Education, One Dupont Circle, Washington, D.C. 20036 (\$3.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *College Students, *Educational Experience, *Higher Education, *Low Income Groups, Questionnaires, Research Projects, *Student Characteristics

This report examines the educational progress of low-income college students. The sample consisted of 185,845 first-time full-time freshmen in fall 1967 and a subsample consisted of 63,510 students in 1971. Results of the questionnaires indicated: (1) Low-income students were not distributed randomly among institutions. (2) The proportion of blacks was higher among low-income students. (3) Low-income students made slightly better high school grades than did other-income students. (4) Although low-income students relied heavily on Federal loans, earning from employment, college work-study programs, scholarships and fellowships during undergraduate years, none of these sources was apparently sufficient. (5) Low-income and other-income students were highly similar with respect to many college activities, studies, aspirations, and life goals. (6) Low-income students made slightly lower grade-point averages in college than did other-income students. (7) For both groups, married students were less likely to complete the baccalaureate in four years than were their unmarried peers. (8) High school grade-point average was a positive predictor of degree completion in four years. (9) Both low-income and other-income students were less likely to attain the baccalaureate in four years if they attended two-year colleges or larger institutions. (Author/MJM)

ED 083 895

HE 004 730

Kreplin, Hannah S. Bolce, Jane W.

Interinstitutional Cooperation in Higher Education: An Analysis and Critique.

California Univ., Berkeley. Ford Foundation Program for Research in Univ. Administration.

Spons Agency—Ford Foundation, New York, N.Y.

Report No.—Pap-P-41

Pub Date Oct 73

Note—82p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College School Cooperation, *Educational Administration, *Higher Education, *Interinstitutional Cooperation, *Organizational Change, *Organizational Development

This document provides an analytical survey of interinstitutional cooperation from the theories of organizational change and education. Section I poses the major questions for analysis and reviews some analytical perspectives relevant to

the topic. Section II is an overview of several major facets of the phenomenon, including definitions of interinstitutional cooperation, varieties of structural arrangements, incentives and obstacles to cooperation, and management strategies available to administrators. Section III provides an in-depth discussion of crucial organizational issues in an analysis of the voluntary-involuntary debate; and section IV concludes with a summary discussion and offers some tentative answers to the questions posed in section I. (Author)

ED 083 896

HE 004 735

Model State Legislation. Report of the Task Force on Model State Legislation for Approval of Postsecondary Educational Institutions and Authorization to Grant Degrees.

Education Commission of the States, Denver, Colo.

Report No.—ECS-R-39

Pub Date Jan 73

Note—51p.

Available from—Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Degrees (Titles), *Educational Administration, Educational Finance, *Educational Legislation, *Higher Education, Legislation, Models, Post Secondary Education, *Statewide Planning

The Education Commission of the States (ECS) established a task force to consider the possibility of developing model state legislation for guidance and assistance on how to deal with practices in postsecondary education that could be considered questionable, unethical, or fraudulent in the granting of degrees. As in the past, variety and diversity continue to contribute to the vitality of postsecondary education. Its general availability to virtually all Americans also steadily increases, and this should continue. However, while vitality and availability flourish, there is the danger that questionable practices may exploit the manner in which postsecondary education is offered and conducted. Since the legal responsibility for authorizing the existence and continuation of postsecondary educational institutions, programs, and courses of study rests fundamentally with the states, it follows that a logical step for controlling questionable practices in degree authorization would be the enactment of statutes of amendments of existing state laws for this purpose on certain guidelines or models. This report includes such model legislation, and a list of members of the task force that wrote the legislation. (Author/PG)

ED 083 897

HE 004 742

Meeting the Needs of Doctoral Education. A Statement of Policy and Proposed Action by the Regents of the University of the State of New York. Position Paper No. 19.

New York State Education Dept., Albany.

Spons Agency—Carnegie Corp. of New York, N.Y.

Pub Date Aug 73

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Doctoral Degrees, *Doctoral Programs, Educational Finance, *Educational Needs, Educational Quality, Educational Resources, *Graduate Study, *Higher Education

Identifiers—*New York State

This report assesses the status of and resources for doctoral education in New York State. The status of doctoral education in New York is examined according to growth and resources, costs and financing, the quality of doctoral education, and future demands and resources. Regents policies, regents objectives, and recommendations for implementation are reviewed. Recommendations for implementation concern assessment of doctoral programs, financial support for doctoral programs, equality of access to all programs for qualified students, response of doctoral education to changing conditions, and coordination and cooperation in doctoral education. Appendices suggest criteria for evaluation of doctoral programs, and recommendations of the Regents Commission on Doctoral Education. (MJM)

ED 083 898

HE 004 748

Ingram, Jesse Haslag, Georgiann
Behavior Growth in Rapidly Changing Institutions.

Institute for Services to Education, Inc., Washington, D.C. TACTICS Management Information Systems Directorate.

Pub Date Jul 73

Note—4p.; MIS Research Profile, V1, No. 2, Jul 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Planning, *Educational Research, *Higher Education, *Negro Colleges, Negro Institutions, Racial Balance, Racial Distribution, *Student Behavior, *Student Development

Identifiers—*TACTICS

This study is a 5-year longitudinal project that commenced in the fall of 1970 and is scheduled to be consummated in the winter of 1975. The research is being conducted on the campuses of five traditionally black colleges who are experiencing a racial shift in their student population. The primary objective of this project is to improve the ability of certain unique, biracial colleges in terms of clear description and interpretation of their program results concerning student development and to employ this improved ability as the basis for rational institutional planning, development, and change. A second objective of this project is to investigate the adequacy and accuracy of the measuring instruments in the evaluation of various cognitive and effective characteristics of black students. To meet these objectives, the study, in conjunction with the colleges, propose to: measure entering characteristics of the students; gather measures of student development and change at certain time points in college careers; document the predominant characteristic of the institutions and patterns of academic and biracial interaction; and develop multivariate descriptions of development by race, retention and withdrawal, and academic program involvement. (Author)

ED 083 899

HE 004 749

The Report of the President's Commission on Campus Unrest.

President's Commission on Campus Unrest, Washington, D.C.

Pub Date [70]

Note—419p.; Section deleted, actual page count is 537p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$2.50)

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—*Activism, Campuses, *Civil Disobedience, Colleges, College Students, *Demonstrations (Civil), *Higher Education, Law Enforcement, Police Action, Research Projects, Student Attitudes, *Student College Relationship, Universities

Identifiers—Jackson State College, *Kent State University

This report examines campus unrest. Emphasis is placed on the student protest in the 1960's, the black student movement, university response to campus disorder, the law enforcement response, university reform, government and campus unrest, and Kent State and Jackson State. Recommendations are suggested for the President, the government, the law enforcement agencies, the university, and the students. Appendices include a 191-item bibliography, commission hearings and investigations, and official documents. Photographs of the Kent State incident may be copyrighted and have been omitted from the text (p. 291-409). (MJM)

ED 083 900

HE 004 754

Report on the Status of Women at Duquesne University.

Duquesne Univ., Pittsburgh, Pa.

Pub Date [73]

Note—145p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Discriminatory Attitudes (Social), *Females, *Higher Education, Questionnaires, Research Projects, *Sex Discrimination, *Women Teachers

Identifiers—*Duquesne University

The status of women at Duquesne University was examined with the use of questionnaires, testimony volunteered by individuals, interviews with administrative officers, affective attitudes expressed informally, and data obtained from the heads of various departments. Results indicated: (1) Women, whether faculty or staff, uniformly receive less pay than their male counterparts. (2) Women are underrepresented in administrative

and policy-making positions in proportion to their numbers among the faculty and staff. (3) A disproportionate minority of women hold the rank of associate professor of full professor. (4) Women are underrepresented in the faculty in relation to number of women in the student body. (5) Students disclosed the existence of an anti-feminine bias in the classroom. (6) An anti-feminine bias exists with regard to women faculty and staff. (7) Representation of women on decision-making committees is either non-existent or merely token with no relation to the proportion of women found in the University at all levels. (8) Women are inequitably represented on the Board of Trustees. (9) Women constitute an insignificant number of all recipients of honorary degrees. (10) Support staff for women in administrative and/or supervisory positions is not as generous as that of men holding comparable positions. (Author/MJM)

ED 083 901

HE 004 762

Cordy, Thomas O.

Banks: Colleges - A Joint Undertaking.

Institute for Services to Education, Inc., Washington, D.C. TACTICS Management Information Systems Directorate.

Pub Date Sep 73

Note—4p.; MIS Research Profile, V1, No. 3, Sep. 1973

Available from—Management Information Systems Directorate, Institute for Services to Education, Inc. 2001 S. Street N.W., Washington, D.C. 20009 (\$2.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Banking, Business Administration, *Business Education, *Finance Occupations, *Higher Education, Management Development, Managerial Occupations, *Negro Institutions, Negro Students

Identifiers—*TACTICS

The banking industry has recognized an increasing need to recruit, hire, and train minorities for positions within the industry. Following this line of thought, the American Bankers Association (ABA) formed a task force composed of bankers and black college educators to develop a program mutually beneficial to industry as well as colleges. A Black College/Banking Industry Symposium resulted in October 1972. The purpose of the symposium was to identify ways for the banking industry and the nation's black colleges to develop mutually beneficial programs to increase the flow of minority college graduates into banking careers. One of the recommendations made at the symposium was the establishment of Centers for Banking Education at predominantly black colleges. The symposium felt that these centers could serve as a catalyst in the development of curricula for banking and finance in colleges. The objective of the Centers for Banking Education is to create a learning environment in the field of banking that will attract, train, and produce highly-qualified minority men and women for officer-level careers in banking. The centers would provide: high quality curriculum suitable for developing superior students; distinguished faculty; opportunities for black professors to undertake relevant banking research projects to improve their understanding of banking and their teaching skills; major impetus to attract outstanding bankers to advise, lecture, and meet with faculty, students, and administrators; and focus for attraction of additional resources from individual banks and other business groups. (Author)

ED 083 902

HE 004 764

Wilson, Kenneth M.

Notes on One Model for Inter-Institutional Collaboration in Institutional Research.

College Research Center, Princeton, N.J.

Report No—CRC-73-05-17

Pub Date 17 May 73

Note—19p.; Presented at the Association for Institutional Research, National Forum, Vancouver, BC, May 17, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Data Analysis, *Data Collection, *Higher Education, *Institutional Research, *Interinstitutional Cooperation, *Models

This paper briefly describes one model for interinstitutional cooperation in a continuing program of institutional research activities involving planned patterns of data collection and analysis (surveys, tests, follow-up data on student progress, etc.). Some of the advantages of con-

tinuing collaboration by several colleges with a central resource and service agency are identified along with some of the problems involved. (Author)

ED 083 903

HE 004 767

Komaki, Judi

The Effect of Reinforcement Contingencies Indigenous to College Classrooms.

Pub Date 73

Note—9p.; Paper presented at the American Psychological Association Convention (81st, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Academic Performance, Classroom Research, *College Students, *Higher Education, Motivation, Positive Reinforcement, *Reinforcement, Research Projects

On the college level controllable consequences that are likely to improve achievement are scarce and often unimaginatively used. Student assessment and grades have typically been emphasized. The purpose of this study was to determine if achievement could be improved by providing an increase and choice of contingencies following academic performance. The options included events that many instructors often dispense noncontingently such as postponing quizzes and allowing extra credit. Student performance on practice quizzes was compared under a contingency and a noncontingency condition. If students performed better when these events were made contingent on measures of achievement, then it would be concluded that the events were reinforcing. Results were mixed. The contingency condition was effective in producing higher scores for one class but not for the other. (Author)

ED 083 904

HE 004 769

Brown, Charles I.

The White Student Enrolled in the Traditionally Public Black College and University.

Southern Regional Education Board, Atlanta, Ga. Inst. for Higher Educational Opportunity.

Pub Date Sep 73

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Caucasian Students, *College Students, *Higher Education, *Negro Colleges, *Student Experience, Student Needs, Student Problems

This report presents information concerning the white student on the black campus. White students in 18 traditionally black public colleges and universities were administered a 59-item questionnaire. Responses revealed: (1) An almost evenly divided enrollment by sex, more than 50% were married, and the mean age for female students exceeded by three the mean age of the male students, 30 to 27. (2) Two-thirds of the students were enrolled in full-time programs and reported above average grades. (3) The majority of the students commuted daily to the campus. (4) Approximately 57% of the students financed their education with personal funds and assistance from their parents. (5) Nearly one-half of the students were transfers from predominantly white institutions. (6) Convenience of location, availability of desired degree programs, and low tuition costs were the chief factors given for enrolling at the black institution. (7) A third of the students admitted reservations about enrolling at the black institution. (8) Fifty-six percent of the students had experienced practically no contact with blacks prior to their enrollment at the college. (9) More than half the students experienced no difficulty in expressing themselves in the classroom. (10) Seventy-five percent of the students accepted black studies courses without hesitancy. (11) Approximately 40% of the students participated in nonacademic activities. (12) Socially, race did not appear to be a significant factor. (Author)

ED 083 905

HE 004 770

Higher Education in Massachusetts: A New Look at Some Major Policy Issues: A Study for the Massachusetts Advisory Council on Education, Summary of the Report.

Academy for Educational Development, Inc., Washington, D.C.

Spons Agency—Massachusetts Advisory Council on Education, Boston.

Pub Date Jun 73

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Policy, Educational Finance, Educational Innovation, Educational Needs, *Educational Policy, *Educational Research, Equal Education, *Higher Education, Physical Facilities, *Policy Formation
Identifiers—*Massachusetts

This report summarizes the recommendations of a study on higher education in Massachusetts, reviews in tabular format the estimated costs of adopting the recommendations, and briefly comments on the recommendations. Recommendations concern six areas: access to higher education and equalization of educational opportunity; public higher education; private higher education; planning, coordinating, and budgeting; incentives for cooperation and innovation; and meeting the need for financial support. A related document is HE 004 771. (Author/MJM)

ED 083 906 HE 004 771
Higher Education in Massachusetts: A New Look at Some Major Policy Issues.

Academy for Educational Development, Inc., Washington, D.C.

Spons Agency—Massachusetts Advisory Council on Education, Boston.

Pub Date Jun 73

Note—229p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Administrative Policy, Educational Finance, Educational Innovation, Educational Needs, *Educational Policy, *Educational Research, Equal Education, *Higher Education, Physical Facilities, *Policy Formation
Identifiers—*Massachusetts

This document reports the findings and recommendations of a study of a number of high level policy issues in Massachusetts higher education. Findings indicate: (1) Massachusetts is not doing all it could to provide equal access and opportunity to its citizens. (2) The present physical plant of public higher education is probably adequate to meet the needs of Massachusetts citizens for a number of years to come. Emphasis should be placed on the improvement of the quality and relevance of the programs. (3) The private colleges and universities in Massachusetts are faced by a future financial crisis brought about by increasing costs, expansion of public education, and a relative reduction in the pool of persons able to pay for private education. (4) The Commonwealth has made inadequate provisions for data collection and analysis, planning, and budgeting. (5) Many institutions have taken the steps toward interinstitutional cooperation and innovation. (6) In order to meet the needs of higher education, Massachusetts will have to spend more money in the future for higher education. Recommendations are indicated. Related document is HE 004 770. (Author/MJM)

ED 083 907 HE 004 773

Wolfolk, E. Oscar Jones, Sherman

Planning the Academic Program: Prepared for the Colleges in the Cooperative Academic Planning Consortium.

Institute for Services to Education, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 73

Note—53p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Education, *Curriculum Development, *Educational Development, Educational Technology, *Higher Education, *Program Planning, Resource Allocations

This monograph provides a perspective to academic institutions, especially the developing institutions, to look at themselves in critical ways in order to: improve their capability in academic planning and development; develop useful techniques that will enable them to allocate limited institutional resources more efficiently into the academic program; and develop unique innovative learning environments for their students. Following an introductory section, a conceptual framework for academic planning and curricular analysis are discussed. The framework is presented with which academic planning might be conducted. The curricular analysis outlines a general scheme for reviewing and evaluating the departmental academic program. A 41-item bibliography is included. This document is published through the Technical Assistance Consortium to Improve College Services (TACTICS). (Author/MJM)

ED 083 908

Reform and Development of Higher Education in Europe: France, The Netherlands, and Poland. United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 64

Note—100p; Educational Studies and Documents No. 49

Available from—Unesco Publications Center (NAIP), 317 East 34th Street, New York, N.Y. 10016 (\$1.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Adult Education, Educational Administration, *Educational Development, *Educational Planning, *Educational Research, *Foreign Countries, Governance, *Higher Education

Identifiers—*France, Netherlands, Poland

This document examines reform and development of higher education in France, Poland, and the Netherlands. Part I examines facets of higher education in France including the tasks of the universities: research, teaching, and development of higher training and continuing education; present structures of French universities; increase in student enrollment; degree course structures; decentralization of universities; and higher training and continuing education. Part II reviews higher education in the Netherlands including the purpose of university education; public and private university education; democratization of higher education; higher education and social and economic development; the expansion of higher education and research; and legal provisions concerning autonomy and unity, required educational standards, and internal organization. Part III, higher education in Poland, discusses procedures and methods of planning, and the future organization of higher education. (MJM)

ED 083 909

Barrett, Laurence And Others

Report of a Visit to the University Without Walls by the Union for Experimenting Colleges and Universities Yellow Springs, Ohio, May, 1972 for the Commission on Institutions of Higher Education of the North Central Association of Colleges and Secondary Schools.

North Central Association of Colleges and Secondary Schools, Chicago, Ill.

Pub Date May 72

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Experiments, *Experimental Colleges, *Experimental Curriculum, *External Degree Programs, *Higher Education, *Open Education, Universities
Identifiers—*University Without Walls

This document, reporting on a visit to the University Without Walls (UWW) of the Union for Experimenting Colleges and Universities, opens with a definition of the Union. When the Union applied for Correspondent Status in the North Central Association of Colleges and Secondary Schools, it was agreed that the decision should be based on the evaluation of teams visiting 8 of the 20 UWW units now active. Their findings can be generalized as follows: (1) Still in their first, pilot year, most of the units enroll far fewer students than they expect to next fall. (2) In all the units the staff and student morale is very high. (3) In many units, the enthusiasm, conviction, and willingness to work seem to be inspired by a director of unusual talent and dedication. (4) In some respects, there is a fair degree of consistency among the units, in that they all give meaningful education to people of all ages off-campus and outside of the classroom. (5) Because the union does not dictate administrative procedures, in this regard the units show great variety in recordkeeping, attrition rates, and general objectives. One recommendation made was that UWW define its procedures and objectives more precisely and establish methods to measure its graduates against the graduates of more traditional programs. The reports submitted by the evaluation teams are included in the appendices of this report. (Author/PG)

ED 083 910

Connick, George P. And Others

An Alternative Model for Post Secondary Educational Opportunity in Southern Maine. SMRCC. Southern Maine Regional Community Learning Centers.

Maine Univ., Portland.

HE 004 776

Pub Date Apr 73

Note—69p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Associate Degrees, *Community Colleges, *Educational Resources, Experimental Schools, *Higher Education, Interinstitutional Cooperation, Post Secondary Education, Regional Cooperation, *Statewide Planning
Identifiers—*Maine

The need for expanded less-than-baccalaureate opportunities for the citizens of Maine has been identified. This paper presents two methods to respond to this need. The first model presented, SMRCC (Southern Maine Regional Community Learning Centers), is designed to provide geographic access for the students of two southern Maine counties, York and Cumberland, with financial rates set at \$20.00 per course and \$100 per semester. Any person who holds a high school diploma or its equivalent will be allowed to enroll, and associate degrees in a variety of fields will be made available. To implement this model, interinstitutional cooperation of physical facilities, computers, and personnel will be necessary with public and private institutions in the area. This model offers great flexibility of learning, individualization of learning for each student, opportunities for people of all ages and abilities, a diverse high quality curriculum and credit for life experiences. SMILE (Southern Maine Initiative of Low Cost, Post Secondary Education) is designed to be the initial instructional phase of the SMRCC model. SMILE is an immediate response to identified educational needs and demands in Maine. When the SMRCC model is fully operational, the SMILE project will be incorporated into SMRCC. This document contains the guidelines for the SMILE project, the proposed courses, the proposed time schedules, budgets, and a proposal for the renovation of a building for the SMRCC learning resource center. Appendices include documents concerning the Maine External Alternative for Learners (MEAL). (Author/PG)

ED 083 911

Curriculum Planning for Undergraduate Training in Gerontology 1971-1972.

Federal City Coll., Washington, D.C. Inst. of Gerontology.

Spons Agency—Administration on Aging (DHEW), Washington, D.C.

Pub Date Jun 73

Note—174p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Curriculum Planning, Curriculum Research, *Educational Programs, *Geriatrics, Health, *Higher Education, Medical Services, Medicine, *Senior Citizens, Surveys, Undergraduate Study

Identifiers—*Federal City College

This report records the planning process of curriculum development for the projected undergraduate program of gerontology at the Institute of Gerontology, Federal City College. The goal of the project was to develop curriculum studies in aging for Federal City College undergraduates, interested community persons, and workers employed in services to the elderly. The planning of the curriculum and general program of the Institute was required to: (1) relate directly to the needs of older persons in the Washington area; (2) identify and relate training to specific employment possibilities in services to the aging; (3) meet in-service training needs of direct service workers, owners, managers and supervisors of long-term care facilities; (4) present tentative training plans leading to A.A. and B.A. degrees with identified field placements; (5) develop possible short courses; and (6) locate potential faculty for teaching in the program. Three surveys were undertaken to gather information relevant to the planning of the curriculum: one on senior citizens, one for employees working with the aged, and one on agencies serving the aged. Perhaps as important as the surveys, the development of the curriculum has been influenced by the actualities of possible implementation. Appendices include the survey questionnaire, course offering schedule, community activities, and sample of student field reports. (Author/PG)

ED 083 912

The Ferris Educational Mission: A Continuing

Study by the Ferris Educational Planning Committee, Part II: Continuing Education.

Ferris State Coll., Big Rapids, Mich.

Pub Date 73

Note—172p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adult Education, Annual Reports, Educational Research, *External Degree Programs, *Higher Education, Program Descriptions, *Program Evaluation Identifiers—*Ferris State College

This document, the second of a two-part study, focuses on the area of continuing and adult education at Ferris State College (FSC), Michigan. An overview of the status of adult and continuing education and recommendations are provided by the schools of allied health, business, general education, education, pharmacy, technical and applied arts, and the FSC library. Additional information provided includes: a definition of continuing education, a commentary on rewards, an overview and discussion of the concept and implementation of external degree programs, organizing continuing education, and the role of research and evaluation in continuing education programs. A related document, ED 068 037, reviews the role of Ferris State College. (MJM)

ED 083 913

HE 004 781

Barbeau, Joseph E.

Cooperative Education in America - Its Historical Development, 1906-1971.

Northeastern Univ., Boston, Mass.

Pub Date 73

Note—231p.

Available from—Joseph E. Barbeau, Northeastern University, College of Education, Boston, Mass. 02115

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Cooperative Education, *Educational Development, *Educational Philosophy, *Higher Education, *Historical Reviews

This study provides a perspective of history for the future development of cooperative education and describes in detail the philosophical basis upon which cooperative education was established. Five defined periods of the growth of cooperative education are discussed: the early establishment of cooperative education in the seven colleges prior to the First World War; the growth and diversification between World War I and the Depression; the difficult test of the Great Depression and World War II; the expansion after World War II and the organization of cooperative education; and the unprecedented growth in the last decade prior to 1972. Recommendations for the future are included with an examination of the statistics of their growth and their implications for further development. The appendices contain charts and maps which illustrate the development of cooperative education at some 300 colleges in the United States and the bibliography contains over 200 entries. (Author/MJM)

ED 083 914

HE 004 782

Smith, Carolyn R.

Index of Institutions of Higher Education by State and Congressional District, June 1973.

National Center for Educational Statistics (DHEW/OE), Washington, D.C. Higher Education Surveys Branch.

Report No.—DHEW-OE-11417

Pub Date June 73

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Accreditation (Institutions), Colleges, *Directories, *Higher Education, *Indexes (Locators), *Institutions, Universities

This index is a companion volume to the "Education Directory, 1972-73: Higher Education". The directory is published annually; this index is published and distributed to reflect the biennial changes in the U.S. Congress. This 1973 edition reports the names of the Senators, Representatives, and other elected officials of the 93rd Congress, their states and Congressional districts, and each institution of higher education located therein. Since the 1971 edition, 41 states have been redistricted. These changes are reflected in the listings for those States. The index includes all institutions meeting at least one of the criteria enumerated above, including new schools certified by the Accreditation and Institutional Eligibility Staff of the Bureau of Higher Education to the National Center for Educational Statistics through September 15, 1972: (1) accreditation or approval by a nationally recognized accrediting agency, by a State Department of Education, or by a State university; (2) preaccreditation state of "correspondent" or "recognized candidate for accreditation" with a designated, nationally recog-

nized accrediting agency; or (3) certification that the institution's credits have been and are accepted for transfer by no fewer than three accredited institutions as if coming from an accredited institution. The index does not include other postsecondary schools, such as 1-and 2-year business schools, hospital schools of nursing, trade schools, or similar institutions. (Author)

ED 083 915

HE 004 783

Chase, Clinton I. Doerann, Judith A.

The Use of Repeatable Tests. Indiana Studies in Prediction No. 24.

Indiana Univ., Bloomington. Bureau of Educational Studies and Testing.

Pub Date 73

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Higher Education, Measurement Techniques, *Student Opinion, Surveys, *Teacher Attitudes, *Testing, *Tests

Testing is a commonly used method of evaluating student achievement. In addition, results from testing are often intended to be useful as feedback to the student, helping him to identify his areas of achievement and deficiency. In a typical class, a test on a given unit is administered once at a time when it is believed most students should be prepared for it. Students are usually then ranked and graded according to their test performance relative to other students, or graded in accordance with some present standard. Repeatable testing is an alternative to the typical procedure. This approach makes use of several equivalent forms of each test, and students are permitted to attempt to improve their scores by taking tests on a given topic or area more than one time. This study was designed to explore the experiences of students and faculty who had used repeatable testing. Five faculty members and twenty students comprised the sample for the study. The general attitudes toward repeatable testing was favorable among both students and faculty who have had experience with it in their classes. Comments by students indicated that repeatable testing did relieve pressure and anxiety, and facilitated learning. The educational purposes of repeatable testing seem to be realized in courses using it. Since both faculty and students who have had actual experience with it prefer repeatable examinations to standard testing, it appears to achieve the purposes of both groups. (Author/PG)

ED 083 916

HE 004 784

Enrollment Trends in the South. A Report to the 22nd SREB Legislative Work Conference "The Changing Face of Higher Education".

Southern Regional Education Board, Atlanta, Ga. Pub Date 73

Note—25p.; Report to Southern Regional Education Board Legislative work Conference (22nd, Memphis, Tennessee, August 22-24, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Demand, *Educational Supply, *Enrollment, Enrollment Trends, Geographic Regions, *Higher Education, Southern Schools, *Southern States

Higher Education is charged by its critics with increased irrelevance and continuing inflexibility. Defenders of tradition, on the other hand, often see the university as a shambles of innovation and disorder. The perspective offered by the graphic tables in this document of enrollment trends and patterns over several decades offers some middle ground of truth. The social changes of modern times often outrun the capacity of postsecondary education to adapt; by the same token, colleges, universities and their constituencies have contributed to the balance and continuity that orderly change requires. Enrollment patterns and trends for the Southern states appear to reflect continuing and gradual adaptation of the educational structure to societal needs. It is the responsibility of educators and public policy makers to assure that postsecondary education remains responsive to those changing needs. The graphic presentations include: percent increase in college age population and college enrollment in the South; women as percent of total enrollment in the South; college enrollment growth by race in the South; percent in college by family income levels in the U.S.; enrollment by institutional type in the South; and enrollment percent graduate and undergraduate in the South. (Author/PG)

ED 083 917

HE 004 785

Wolosin, Myrna A.

An Interview of Faculty Members and Their Involvement with the Honors Division.

Indiana Univ., Bloomington. Bureau of Educational Studies and Testing.

Pub Date 73

Note—36p.; Indiana Studies in Prediction No. 23

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Faculty, *Higher Education, *Honors Classes, *Honors Curriculum, Question Answer Interviews, School Involvement, *Surveys, *Teacher Attitudes

Any program or division which does not have its own faculty must rely on the faculties of the schools and departments to provide quality education for its students. The Honors Division is in this category. Having no faculty of its own, the Honors Division must find methods of gaining support from the faculty and must encourage them to add a commitment to the Honors Division in terms of teaching, advising, etc., to their already heavy work loads. The purpose of this survey was to find out just how the Honors Division is perceived by faculty members, how the present honors program is evaluated, the extent of faculty involvement with the Honors Division, and how the faculty believe the Honors Division ought to be changing in the future. Fifty-one faculty members constituted the sample. The most startling data to emerge from the survey was the lack of knowledge and information about the honors program. The faculty varied greatly in their degree of commitment and willingness to support the honors program. More faculty members would be willing to teach for the Honors Division if other teaching loads were reduced and if there were greater rewards for teaching. The faculty believed that the Honors Division should be more innovative. The appendix contains the interview schedule. (Author/PG)

ED 083 918

HE 004 786

Summary of State Legislation Affecting Higher Education in the South 1973.

Southern Regional Education Board, Atlanta, Ga. Pub Date 73

Note—69p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Government (Administrative Body), *Higher Education, *Legislation, Southern States, State Action, *State Government, *State Legislation

This newsletter contains reports on legislative action affecting higher education in the Southern states that had regular or special legislative sessions this year. The first section contains state-by-state highlights of these special legislative sessions. Following the highlights the Southern Regional Education Board's Legislative Correspondents are listed for 1973. The next section contains the numerous newspaper reports covering the legislative sessions. The states covered include: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia. (Author/PG)

ED 083 919

HE 004 787

Hudson, Anne M. Rives, Norfleet W., Jr.

The Educational And Occupational Plans of Delaware High School Seniors: An Analysis of 1973 Survey Data.

Delaware Univ., Newark, Div. of Urban Affairs.

Pub Date Sep 73

Note—93p.; Prepared for Delaware Higher Educational Aid Advisory Commission

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Choice, *College Choice, Educational Finance, *Higher Education, Occupational Choice, Questionnaires, Statewide Planning, Statistical Analysis, *Student Characteristics, *Students, *Surveys

This report documents the findings of a questionnaire survey conducted in Delaware during the spring of 1973. Senior students in a sample of Delaware high schools were asked to provide certain information concerning their educational and occupational plans for the immediate future, and the extent to which these plans had been implemented at the time of the survey. Additional questions focused on several related matters, including student perceptions of higher education in general, and of Delaware institutions of higher education in particular. The sample results indicate that four out of five respondents plan to

continue their formal education beyond high school. Those planning to attend college immediately following graduation from high school accounted for more than half of all respondents. A summary of the major findings includes: (1) More than three-fourths of the respondents expressed the belief that obtaining a college education is generally important and specifically affects lifetime earnings and employment security. (2) Almost nine out of ten students planning to attend college in Delaware would select a public institution. (3) When seeking information about colleges and universities, four out of five students planning to attend college consult a guidance counselor. (4) Seven out of ten respondents planning to attend college expect to use money from their parents to finance their education. Appendices contain an explanation of the survey methodology and contain a copy of the survey instrument. (Author/PG)

ED 083 920 HE 004 788

Kennedy, Donald A. And Others
Teaching Behavioral Sciences in Schools of Medicine. Volume One: Summary Report. American Sociological Association, Washington, D.C. Medical Sociology Council.

Spons Agency—National Center for Health Services Research and Development (DHEW/PHS), Rockville, Md.
Report No.—HSM-110-69-211

Pub Date Jul 72

Note—94p.

Available from—Association of Behavioral Scientists in Medical Education, Evan Pattishall, College of Medicine, Pennsylvania State University, Hershey, PA 17033

Document Not Available from EDRS.

Descriptors—*Behavioral Sciences, College Faculty, Curriculum Development, Educational Administration, Educational Objectives, *Health Education, Health Needs, *Higher Education, *Medical Education, *Medical Schools, Teaching Methods

This document, the first of three volumes, summarizes and describes how behavioral science in health care has developed in response to recent trends in medical education and health care in the U.S. and presents the policy recommendations of an interdisciplinary study committee. Summary reports concern: health care and medical education, application of social science knowledge, new educational goals in medicine, educational objectives for behavioral science, curriculum context and control, behavioral science content, teaching methods, faculty, administrative arrangements, medical profession, behavioral science disciplines, community, university, and role of government. Related documents are HE 004 789 and HE 004 790. (Author/MJM)

ED 083 921 HE 004 789

Study for Teaching Behavioral Sciences in Schools of Medicine, Volume II: Empirical Studies. American Sociological Association, Washington, D.C. Medical Sociology Council.

Spons Agency—National Center for Health Services Research and Development (DHEW/PHS), Rockville, Md.
Report No.—HSM-110-69-211

Pub Date Jul 72

Note—648p.

EDRS Price MF-\$0.65 HC-\$23.03

Descriptors—*Behavioral Sciences, Case Studies, Curriculum Development, *Health Needs, *Higher Education, *Medical Education, *Medical Schools, Program Descriptions

Identifiers—Duke University, Harvard University, Michigan State University, Pennsylvania State University, Stanford University, University of Connecticut, University of Kentucky, University of Missouri, University of Toronto

This document, the second of three volumes, summarizes and compares detailed case studies of behavioral science programs in nine medical schools: University of Connecticut, Duke University, Harvard University, University of Kentucky, Michigan State University, University of Missouri, Pennsylvania State University, Stanford University, and the University of Toronto. Bibliographies and a discussion of alternative selections of teaching content currently in use in medical schools are included. Related documents are HE 004 788 and HE 004 790. (Author)

ED 083 922 HE 004 790
Study for Teaching Behavioral Sciences in Schools of Medicine, Volume III: Behavioral Science Perspectives in Medical Education.

American Sociological Association, Washington, D.C. Medical Sociology Council.

Spons Agency—National Center for Health Services Research and Development (DHEW/PHS), Rockville, Md.
Report No.—HSM-110-69-211

Pub Date Jul 72

Note—467p.

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—Anthropology, *Behavioral Sciences, Biology, Economics, Health Needs, *Higher Education, *Medical Education, *Medical Schools, Political Science, Psychology, Sociology, *Teaching Methods

Volume III of a study of teaching behavioral sciences in medical school presents perspectives on medical behavioral science from the viewpoints of the several behavioral disciplines (anthropology, psychology, sociology, political science, economics, behavioral biology and medical education). In addition, there is a discussion of translating behavioral science knowledge in health skills and organizing behavioral sciences within the medical school faculties. Related documents are HE 004 788 and HE 004 789. (Author)

ED 083 923 HE 004 791

Christensen, Kathleen C. Sedlacek, William E.
A Profile of University of Maryland, College Park, Freshmen 1973-74.

Maryland Univ., College Park. Counseling Center.

Report No.—RR-14-73

Pub Date 73

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Freshmen, *Higher Education, Student Attitudes, *Student Characteristics, Student Opinion, *Students, *Surveys
Identifiers—*University of Maryland

About 4,000 new freshmen entered the College Park Campus of the University of Maryland in fall 1973. They had average SAT scores of approximately 493 verbal and 531 math and more than half ranked in the top 25% of their high school graduating classes. About 15% were black, 2% oriental, 2% spanish surnamed, and 1% native American. As part of the freshmen orientation program, more than half of the new students (2407) completed the University Student Census (USC) administered by the Counseling Center. 51% of the USC respondents were females and 49% were males. Some of the results of the USC are as follows: (1) 46% lived with their parents or guardians and 35% lived in a university residence hall; (2) 75% graduated from an academic course of a public high school; (3) 45% had fathers with college degrees; (4) 31% decided on their major in their senior year of high school; (5) 27% thought that studying efficiently would be the hardest part of adjusting to college; (6) 52% thought that the University should use its influence to improve social conditions in the state; and (7) 31% thought ecology/pollution was the most important issue for society to resolve. (Author/PG)

ED 083 924 HE 004 792

Newton, R. D.

The Application of PPBS in Higher Education: A Status Report.

Pennsylvania State Univ., University Park. Inst. of Public Administration.

Pub Date 9 Jun 72

Note—9p.; Paper presented at the Spring Conference on Program Analysis, Institute of Public Administration, Pennsylvania State University, June 8-9, 1972.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Budgeting, Cost Effectiveness, *Educational Administration, *Higher Education, *Program Budgeting, *Program Planning, *Resource Allocations

Identifiers—*Planning Programming Budgeting Systems

In response to increasing pressures for improvement in the management of resources, many institutions of higher education have investigated the application of planning-programming-budgeting systems (PPBS) some have adopted it to meet the demands imposed by jurisdictional

agencies, and a few have introduced it frequently in modified form into their own internal budgeting procedure. The paper traces the development of PPBS in higher education and discusses some of the commonly observed deficiencies. It concludes that although its application can assist institutions in the management of their operations by supplying better measures of optional courses of action and providing an interrelated view of both the present and the future, it is likely to raise the level of conflict and to provide an apparent mechanism for increasing centralized control and direction. (Author)

ED 083 925 HE 004 794

Transfer of Credit Among Washington Institutions of Higher Education: Study to Determine How Much Credit Is Lost and What Kinds of Programs are Accepted.

Washington State Council on Higher Education, Olympia, Washington.

Pub Date Sep 73

Note—74p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Credits, *Credit Courses, *Higher Education, State Schools, State Universities, *Transfer Policy, *Transfer Programs

Identifiers—*Washington

This study explores the present status of course credit-hour transfers between the various state institutions of higher education in Washington. Section III reviews transfer policy considerations in relation to Washington efforts to alleviate transfer problems and transfer of credit policies and practices in Washington. Section IV presents a primary data analysis of transfer of credit. Emphasis is placed on general credit not accepted, excess credit not applied toward graduation, summary of total credits not accepted, combining general credit not accepted and excess credit not applied toward graduation. A general credit-not-accepted variable breakdown includes reasons for credit not accepted, survey of actual courses not readily transferred, major, sex, and grade-point average. A 27-item bibliography is included. (MJM)

ED 083 926 HE 004 795

Hruby, Norbert

A Survival Kit for Invisible Colleges Or: What to do Until Federal Aid Arrives.

Academy for Educational Development, Inc., Washington, D. C. Management Div.

Pub Date Oct 73

Note—68p.

Available from—Management Division, Academy for Educational Development, Inc. 1424 Sixteenth Street, N.W., Washington, D.C. 20036 (Free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Case Studies, *Educational Change, *Educational Finance, *Higher Education, *Private Colleges, *Small Schools
Identifiers—*Aquinas College

This case study of Aquinas College presents both the assets and the liabilities of a small college faced with the problem of survival. Emphasis is placed on the means by which Aquinas College dealt with the factors determining its future. Chapters cover the odds on the invisible colleges, the ordeal of change, new directions, an experiment that did not work - an engineering program based on the concept of educational brokerage, some experiments that did work, and the economics of community education. (MJM)

ED 083 927 HE 004 796

Rives, Norfleet W., Jr.

Delaware Population and Higher Education Enrollment: Current Estimates and Projections to 1990.

Delaware Univ., Newark. Div. of Urban Affairs. Spons Agency—Delaware State Higher Educational Aid Advisory Committee, Wilmington.

Pub Date Sep 73

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, *Enrollment Projections, *Enrollment Trends, *Higher Education, *Population Distribution, *Population Trends, Research Projects

Identifiers—*Delaware

This report presents current estimates and projections to 1990 for Delaware population and higher education enrollment. The population estimates and projections are tabulated by age and sex for the total population of the State and by

single years of age for the population of college age. The enrollment estimates and projections are tabulated by institution for member institutions of the Delaware Higher Education Aid Advisory Commission. The text of the report contains an introduction, a section on methods and assumptions, and a section on limitations. The last section is followed by a series of tables containing population and enrollment estimates and projections. (Author)

ED 083 928 HE 004 798

Report of an Investigation: A Study of Student Protest-Suggestions for University Response.
National Education Association, Washington, D.C.

Pub Date Sep 73

Note—62p.; A study of conditions at the Baton Rouge campus of Southern University
EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Activism, *College Students, *Higher Education, *Investigations, School Responsibility, *Student College Relationship, Student Responsibility
Identifiers—*Southern University

This document reports the National Education Association (NEA) investigation of the student protests at Southern University, Baton Rouge in 1971. Sections I and II indicate the chronology of the conflict and the initiation, procedures, and scope of the NEA hearings and follow-up interviews on the University campus. In section V the NEA investigatory panel presents its findings and conclusions regarding the problems that prompted some university students to defy administrative authority; that persuaded some faculty members to support the student's demands; and that resulted in student expulsions and summary dismissal of faculty members. (Author/MJM)

ED 083 929 HE 004 799

Socio-Psychological Correlates of Non-Medical Use of Drugs Among University Students.
Pub Date May 73

Note—22p.; Presented at the Symposium on Alcoholism and Drug Abuse, University of Alberta, Edmonton, June, 1973
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, *Drug Abuse, *Higher Education, Psychological Needs, Research Projects, Social Development, *Social Psychology, *Student Attitudes, Student Characteristics
Identifiers—*University of Alberta

This study was designed to collect and analyze study reactions on a broad range of social, cultural and educational issues including the non-medical use of drugs. Two questionnaires and a personality inventory were used in the collection of data that was obtained from a stratified random sample of 282 students of the University of Alberta. An analysis of data indicated: the use of drugs other than alcohol and tobacco among resident students is essentially limited to about one-fourth and in experimental sessions only. For hard drugs like LSD, heroine, etc. the reported percentage is much smaller at only 2%. Students, in general, seem to be quite aware of drug-sources and to be aware of the "drug-culture" and its attributes. The variables, "sex," "year of studies," "family socio-economic level," "users," "concept of God," and "sibling marijuana use" were found to be significantly related to drug usage. The profiles of drug-users differed significantly from those of non-users in the personality inventory indicating the drug user to be individually more "expedient" and socially "undisciplined." Drug users were generally more liberal in their social attitudes than non-users. (Author/MJM)

ED 083 930 HE 004 800

New England Regional Student Program, Graduate Level 1974/75.

New England Board of Higher Education, Wellesley, Mass.

Pub Date [73]

Note—68p.

Available from—The New England Board of Higher Education, 40 Grove Street, Wellesley, Massachusetts 02181 (\$1.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Doctoral Degrees, *Educational Opportunities, *Graduate Study, *Higher Education, *Masters Degrees, *State Universities

This document indicates graduate degree opportunities available through the New England Regional Student Program at the six state universities in New England, the Lowell Technological Institute and Southeastern Massachusetts University. Opportunities open to Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont residents are indicated. Master's degree curricula listings and certificates of advanced graduate study listings for graduate degree opportunities at state colleges are included. (MJM)

ED 083 931 HE 004 801

Tallman, B. M. Newton, R. D. A Model for Projection of Instructional Activity in a Multi-Campus University.

Pennsylvania State Univ., University Park. Office of Budget and Planning.

Pub Date 1 Jul 73

Note—156p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Campuses, *College Credits, *Course Organization, *Credit Courses, *Higher Education, *Models, State Universities

This report is concerned with the development of a model for projecting instructional activity and its application within The Pennsylvania State University. Inasmuch as models of this type have been developed at a number of institutions of higher education, the effort described in this report does not constitute an extension of fundamental knowledge but an application of existing principles to a unique situation involving an institutional system of unusually great size. Explicit in the basis of the model are tenets that there exists for the average student enrolled at each academic level in each major program of study (1) a value of demand for instructional activity representing the summation of the instructional activities for all courses for which he is registered, and (2) a fractional distribution of this demand among the organizational units providing instruction. When a forecast of enrollment is supplied as input to such a model, the output constitutes a projection of instructional activity for the same period of time. (Author)

ED 083 932 HE 004 802

Tallman, B. M. Newton, R. D. A Student Flow Model for Projection of Enrollment in a Multi-Campus University.

Pennsylvania State Univ., University Park. Office of Budget and Planning.

Pub Date 24 Jul 73

Note—106p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Campuses, *College Students, *Enrollment Projections, *Enrollment Trends, *Higher Education, *Models, Simulation, State Universities, *Student Enrollment

This report is concerned with the development of a model for projecting the enrollments of The Pennsylvania State University by simulating the flow of students through the campuses and colleges of which the institution is composed. Because it concerns a twenty-two campus system of a single university, it not only constitutes an institutional application but also represents a prototype of a state-system of higher education. Markovian in concept, the model is based upon the premise that at a point in time a given group of students, possessing a set of institutionally-assigned characteristics distinguishing them as unique from all others, has an associated set of probabilities, which describe their distribution at the next point in time among similar sets of unique categorizations. When suitably classified enrollments at one point in time are provided as input to such a model and multiplied by appropriate sets of probability distributions, the output constitutes a projection of enrollments at the next point in time. (Author)

ED 083 933 HE 004 803

Cazier, Stanford Student Discipline Systems in Higher Education.

ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—American Association for Higher Education, Washington, D.C.

Report No.—ERIC-HE-RR-7

Pub Date 73

Note—53p.

Available from—Publications Department, American Association for Higher Education, 1 Dupont Circle, Suite 780, Washington, D. C. 20036 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, *Court Cases, *Discipline, *Discipline Policy, *Higher Education, Literature Reviews, Student Rights

This paper reviews the literature that documents both the central events and commentary on the important developments in student discipline. Following a brief historical overview and an analysis of the implications of the precedent-setting Dixon case (1961), which has strongly stimulated and influenced recent developments in student discipline systems, the author devotes extensive discussion to the issues of substantive and procedural due process. (MJM)

ED 083 934 HE 004 804

Mayville, William Contract Learning. ERIC Higher Education Research Currents, December, 1973.

ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—American Association for Higher Education, Washington, D.C.

Pub Date Dec 73

Note—4p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (\$0.40)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Experimental Programs, *External Degree Programs, *Higher Education, *Learning, Literature Reviews, Program Evaluation, *Student Centered Curriculum

This paper focuses on the nature of contract learning at institutions set up partially or solely on that basis considering (1) contract learning that takes place as the complete educational experience, and (2) contract learning that takes place as one component of a traditional college or university program. Emphasis is placed on the general nature of learning contracts, the framework for learning contracts, nontraditional student profiles, contract learning as a program component, and program evaluation. A 31-item bibliography is included. (Author/MJM)

ED 083 935 HE 004 808

Nyre, Glenn F., Ed. Studies of College Students and Alumni: Selected Dissertations in Higher Education.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—CSE-RR-88

Pub Date Jul 73

Note—203p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Alumni, Career Choice, Civil Rights, *College Students, *Doctoral Theses, Educational Benefits, Educational Experience, Females, *Higher Education, Political Attitudes, Religious Factors, *Student Attitudes, Student Characteristics

This document reports eight selected dissertations in higher education each drawing upon some substantial part of a national data bank concerning colleges and universities. The data bank consisted of questionnaire returns obtained during the the calendar year 1969 from representative samples of freshmen, upperclassmen, and alumni in a total of 88 different colleges and universities. The reports cover topics concerning: upperclassmen's satisfaction with college; correlates of graduate degree aspirations; the relationship between religious background and intellectuality in college; major field transfer: the self-matching of university undergraduates to student characteristics; the personal and environmental factors in role identification and career choice of women; political participation and civil rights attitudes of college alumni in the class of 1950; alumni perception of educational benefits as related to college experiences and institutional types; and an analysis of outcomes of higher education. (MJM)

ED 083 936 HE 004 809

Fleming, Robben W. And Others Meeting the Needs of Doctoral Education in New York State: A Report with Recommendations to the New York State Board of Regents by the Regents Commission on Doctoral Education.

New York State Education Dept., Albany. Regents Commission on Doctoral Education.

Spons Agency—Carnegie Corp. of New York, N.Y.

Pub Date Jan 73

Note—88p.

Available from—Office of Science and Technology, NYS Education Department, 99 Washington, Avenue, Albany, N.Y. 12210 (limited supply)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, Costs, *Doctoral Degrees, Educational Demand, Educational Finance, *Educational Needs, Educational Supply, *Higher Education, *Interinstitutional Cooperation, Statistical Data

Identifiers—*New York

This study of doctoral needs in New York State indicated: (1) In 1970-71 New York graduated about 11% of the Nation's doctorates. (2) New York's system of doctoral education has many individual institutions and programs of high quality. (3) With a few notable exceptions, there has been little significant sharing of resources or interinstitutional cooperation among doctoral programs. (4) There is evidence that the dimensions and nature of future employment for doctorates is changing significantly. (5) Average doctoral education costs per full-time equivalent students are estimated at five times those of undergraduate education. (6) There is evidence that barriers to equal access for all qualified students still exist in New York's doctoral programs. An extensive bibliography and statistical data are included. (Author/MJM)

ED 083 937

HE 004 810

Jackson, Linda M.

Financial Aid: Who Needs It? MIS Research

Profile, Volume One, Number 1, Mar. 1973.

Institute for Services to Education, Inc., Washington, D.C. TACTICS Management Information Systems Directorate.

Pub Date Mar 73

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, *Financial Needs, *Financial Support, *Higher Education, *Student Costs

Identifiers—ACT, *TACTICS

This report examines various aspects of financial aid including financial need as the basis for financial aid to students and the problem of inadequate funds. Recommendations suggest: (1) When forms are administered to the students, more guidance is needed to make them aware of the differences in the two systems presently serving the colleges and universities. The American College Testing Program (ACT) and College Scholarship Service of the College Entrance Examination Board (CSS). (2) Forms which would be more appropriate to the families of students served by the Black institutions must be developed. (3) Assets consideration seems to favor those who have assets by allowing those persons so endowed to keep a certain amount of their assets in reserve. However, those persons not as fortunate are not given allowances that would enable them to draw from their income to obtain similar assets. (4) Consideration should be given to the differences in costs of living in different sections of the U.S. (Author/MJM)

ED 083 938

HE 004 811

The Changing Face of Higher Education.

Proceedings of the SREB Legislative Work Conference (22nd, Memphis, Tennessee, August 22-24, 1973).

Southern Regional Education Board, Atlanta, Ga.

Pub Date Aug 73

Note—50p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Colleges, *Educational Finance, *Higher Education, *Institutional Role, *Post Secondary Education, Proprietary Schools, *Regional Cooperation, Undergraduate Study, Vocational Education

This document contains the prepared remarks given at the Legislative Work Conference (LWC) of the Southern Regional Education Board. The LWC concentrated on the changing face of higher education. The once traditional term higher education is now increasingly replaced with references to postsecondary education, with options for students multiplying rapidly and including everything from new programs in proprietary and occupational-vocational schools through post-doctoral education opportunities. The document is divided into 5 sections: The Roles of the Various Postsecondary Institutions (proprietary, community colleges, state vocational systems, undergraduate colleges); Needs and Demands in Education for the Professions;

Student Financial Aid (state and federal responsibility, needs and resources in the South); New Forms of Regional Cooperation; Statements of the Governors of South Carolina and Tennessee. The document also contains a roster of the delegates. (PG)

ED 083 939

HE 004 812

Graduate Student Admissions Survey, 1972: State University of New York.

State Univ. of New York, Albany. Central Staff

Office of Institutional Research.

Report No.—SUNY-OIR-RR-38

Pub Date [72]

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Admission (School), Doctoral Programs, *Enrollment Trends, *Graduate Students, *Graduate Surveys, *Higher Education, Masters Degrees, State Universities

Identifiers—*State University of New York

This document reports the results of a survey of graduate student admissions at the State University of New York. Results indicated that on the master's level: (1) There were 21,924 applications for master's degree programs in 1972. (2) Acceptance rates for these applications varied widely from 27% to 98%, with an average of 62% of the applications given favorable decisions. (3) The number of full-time and part-time master's degree students who actually enrolled was considerably less than the number of applications accepted by State University institutions. (4) The enrollment rates of accepted applicants at each institution vary from 7% to 100%. Results on the doctoral level indicated: (1) Applications for doctoral degree programs and graduate certificate programs in 1972 totaled 11,214. (2) Acceptance rates for these applications varied from 23% to 100%, with an average of 40% of the applications being accepted. (3) The number of full-time and part-time doctoral degree and graduate certificate students who actually enrolled was considerably less than the number of applications accepted by State University institutions. Results for first-professional degree admissions and additional graduate enrollment information are included. (Author/MJM)

ED 083 940

HE 004 813

McDougall, Ronald N.

Programme Costing - A Logical Step Toward Improved Management.

Pub Date 15 May 73

Note—14p.; Presented to the Canadian Session, Association for Institutional Research Forum, Vancouver, British Columbia, May 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cost Effectiveness, *Costs, *Educational Accountability, *Educational Finance, *Higher Education, Program Costs, Universities

Identifiers—*Canada

The analysis of costs of university activities from a functional or program point of view, rather than an organizational unit basis, is not only an imperative for the planning and management of universities, but also a logical method of examining the costs of university operations. A task force of the Committee of Finance Officers—Universities of Ontario has been developing a methodology for program costing which can be adopted for use by any of the province's universities. Since program costing is seen as a budgeting tool, the system is being designed primarily for internal management use where its potential is greatest. This paper discusses some concepts and misconceptions of program costing, and outlines the characteristics of the proposed system: emphasis on definitions and allocation rules, the costing of support functions and the identification of their contribution to the costs of instruction, research, and community service, the separation on nonspecifically funded research from instruction, and the realization that the costs derived are historical average expenditures rather than accurate or standard costs. (Author)

ED 083 941

HE 004 814

Four Minorities and the Ph.D.: Ford Foundation Graduate Fellowships for Blacks, Chicanos, Puerto Ricans, and American Indians.

Ford Foundation, New York, N.Y.

Pub Date Oct 73

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American Indians, *Doctoral Degrees, *Doctoral Programs, *Fellowships,

*Higher Education, Mexican Americans, *Minority Groups, Negroes, Puerto Ricans

Identifiers—*Ford Foundation

This document reports the status of four minority groups and the availability of Ford Foundation graduate fellowships for the Ph.D. candidate. The four minority groups include Blacks, Chicanos, Puerto Ricans, and American Indians. Emphasis is placed on the background of minorities and graduate degrees, openings to opportunity, advanced study fellowships, and doctoral fellowships. Brief profiles of seven members of minority groups who have taken advantage of the Foundation opportunities are included. (MJM)

ED 083 942

HE 004 818

Private Higher Education in Maryland: A Report Concerning the Financial Condition of Private Higher Education in Maryland and the State's Relationship to these Institutions to the Governor, the General Assembly, and the Maryland Council for Higher Education.

Maryland Council for Higher Education, Annapolis.

Pub Date Jun 73

Note—156p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Educational Economics, *Educational Finance, *Higher Education, *Private Colleges, *Private Schools, Research Projects, State Action, *State Aid

Identifiers—*Maryland

This document reports a study of the financial viability of private institutions of higher education in Maryland. Study findings indicated that the present level and form of State assistance is not adequate in terms of the private institution's needs and that both should be altered. Also an ongoing aid program should be developed which might more adequately preserve the viability of these institutions. Recommendations suggest the amount of annual assistance be computed by multiplying \$243 by the fall semester Full Time Equivalent enrollment at private institutions of higher education and accumulatively adjusting the \$243 yearly after fiscal year 1973-74 by the consumer price index computation applied yearly to the State of Maryland Retirement Systems. This recommendation would in the first year increase the State assistance to these colleges and universities from \$2,700,000 to approximately \$4,800,000. (Author/MJM)

ED 083 943

HE 004 819

Cerych, Ladislav

A Global Approach to Higher Education.

International Council for Educational Development, New York, N.Y.

Pub Date Apr 72

Note—23p.; Occasional Paper No. 3

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Administration, Educational Innovation, Educational Planning, *Higher Education, *Interinstitutional Cooperation, *International Programs, *Post Secondary Education, *Universal Education

Various considerations for a global approach to higher education are discussed. Emphasis is placed on the certainty of further growth, new problems and deficiencies of existing systems, and the search for new structures. Although global or integrated planning of post-secondary education is stressed, it does not imply global control. Rather, mechanisms which can coordinate and orient effectively the various components of the structure in view of desirable goals without generating a manifest or latent control leading to uniformization rather than to flexibility and to an increased capacity for change and innovation are necessary. (MJM)

ED 083 944

HE 004 820

Thompson, Kenneth W.

Higher Education for National Development: One Model for Technical Assistance.

International Council for Educational Development, New York, N.Y.

Pub Date Nov 72

Note—27p.; Occasional Paper Number 5

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Planning, *Developing Nations, Educational Development, *Foreign Countries, *Higher Education, Models, National Programs, *Technical Assistance

Identifiers—*Rockefeller Foundation

This paper describes the crucial factors of a design for university development overseas based on the Rockefeller Foundation efforts in overseas development. These factors include a definable rationale, an explicit criteria, a plan for various stages of development and institutional capacity for grappling with problems of national development. Implementation of university development program is based on a four-phase operation: institution building, national leadership, consolidation, and an effort by the first generation university development center to assist a second generation center. Models of university development centers are included. (MJM)

ED 083 945 HE 004 823

Messing, Aubrey E.

The University Campus: Why Military Sponsored Research.

Army War Coll., Carlisle Barracks, Pa.

Pub Date 18 Dec 71

Note—28p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-765 611/9, MF \$1.45, HC \$3.50)

Document Not Available from EDRS.

Descriptors—Armed Forces, *Higher Education, Literature Reviews, *Military Organizations, Research Opportunities, Research Projects, *Universities

Military-sponsored research on the university campus has been a major issue during the past several years. Opposition has come from radicals, who wish to destroy the university itself, to critics, who feel such activities take needed funds and personnel from the more important task of solving our nation's social problems. These viewpoints and the viewpoints expounding the importance of military-sponsored research were investigated through a literature search. (Author/NTIS)

ED 083 946 HE 004 825

Miller, Clarence A., Jr.

Procurement and Retention of Black Officers.

Army War Coll., Carlisle Barracks, Pa.

Pub Date Apr 72

Note—96p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-764 675/5, MF \$1.45, HC \$7.00)

Document Not Available from EDRS.

Descriptors—*Higher Education, *Military Personnel, *Negroes, Negro Leadership, *Recruitment, Research Projects, *Retention

Identifiers—ROTC, *United States Army Reserve Officers Training Corps

A study was made of the history of the black officer in the Army, the sources and procedures the Army uses to procure black officers and the retention of black officers in the Army. Data was gathered by interviews with Department of Army personnel and black junior officers; questionnaires were used to gather information from professors of Military Science and Army War College students. It was concluded that the basic reason for the shortage of black officers was procurement, not retention. To increase procurement of black officers through ROTC the Army should focus attention on ways to motivate the black student who attends a white college to participate in ROTC. (Author/NTIS)

ED 083 947 HE 004 832

Hopkins, David S. P.

An Early Retirement Program for the Stanford

Faculty: Report and Recommendations.

Stanford Univ., Calif. Academic Planning Office.

Report No.—SU-APO-RR-72-1

Pub Date Jul 72

Note—72p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Faculty, *Higher Education, *Program Descriptions, *Retirement, *Teacher Retirement, Teacher Welfare

Identifiers—*Stanford University

This background paper summarizes the design of a faculty early retirement plan at Stanford University. Summary and recommendations indicate: (1) Budgetary stringencies at Stanford require that the faculty size remain essentially fixed. In view of this situation, a properly designed early retirement program should be adopted as a means of increasing the turnover rate of faculty positions. (2) The plan proposed in this report is based on the premise that early retirement should be available as an option to

every older faculty member to be requested at his or her own initiative. (3) This retirement income provided by this plan doubles in amount during the individual's final six years of service. Furthermore, final pensions are directly related to salary levels. (4) In designing an early retirement program, special attention should be paid to identifying the group of faculty members who the institution would most like to see avail themselves of this new opportunity. (5) A financial incentive scheme is developed which attempts to abate some of its undesirable features; the effect is to offer a greater supplement to low-salaried than to high-salaried professors for volunteering to withdraw from active service. (6) The proposed plan should be offered to the faculties of all Schools except the School of Medicine with the proviso that participation is to be only by mutual consent of the faculty member and the university. Estimated overall effects of the early retirement program on the numbers, flows, and costs of faculty are included. (Author/MJM)

ED 083 948 HE 004 833

Faculty Career Planning: Report from the Board of Deans, University of Washington.

Washington Univ., Seattle.

Pub Date Jan 73

Note—73p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Budgets, *College Faculty, *Faculty Promotion, *Higher Education, Teacher Characteristics, *Teacher Retirement, *Tenure

Identifiers—*University of Washington

In response to various budgetary and educational considerations the Board of Deans of the University of Washington made a detailed analysis of the mix of tenure and non-tenure faculty in each department, school and college; projecting for the next decade, on the basis of various assumptions with respect to resignation, termination, retirements, and promotions, a "steady-state" faculty; replacements normally at the assistant professor level; and profiles based upon retirement at several earlier ages than the current mandatory age of 70. The following recommendations were offered: (1) Faculty replacements with relatively rare exceptions should be made at the assistant professor level. (2) Guidelines should be formulated for the determination of the proportion of total faculty budget positions assigned to the several academic units which could be committed for "permanent" faculty appointments. (3) The tenure review process should include consideration of the degree of structural flexibility in the academic unit. (4) Implications of the present tenure system for faculty staffing policies and institutional structural flexibility should be analyzed by appropriate faculty and administrative bodies. (5) A high priority should be assigned to obtain an improved retirement program. (6) Every means possible should be used to achieve a high level of awareness regarding the importance of achieving and maintaining an adequate degree of structural flexibility in the faculty resource base. (Author/MJM)

ED 083 949 HE 004 834

Mertins, Paul F. Brandt, Norman J.

Financial Statistics of Institutions of Higher Education: Current Funds Revenues and Expenditures 1969-70.

National Center for Educational Statistics (DHEW/OE), Washington, D.C. Higher Education Surveys Branch.

Report No.—DHEW-OE-74-11419

Pub Date 73

Note—151p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.55)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Colleges, Costs, Educational Economics, *Educational Finance, Expenditure Per Student, *Expenditures, *Higher Education, *Income, *Statistical Data, Universities

This publication presents data provided by institutions of higher education in a questionnaire on Financial Statistics of Institutions of Higher Education, which was a part of the fifth annual Higher Education General Information Survey (HEGIS). Results indicated: (1) Current funds revenues for institutions of higher education totaled \$21.6 billion for fiscal year 1969-70. (2) Publicly controlled institutions continued to report an increasing share of total revenues. (3) Privately controlled institutions reported \$7.8 bil-

lion in current funds revenues in 1969-70. (4) Governmental appropriations were the greatest source of revenues. (5) Student tuition and fees were the second greatest source of revenues to institutions of higher education. (6) Current funds expenditures by all institutions of higher education rose at a faster pace than did total enrollments. (7) The biggest function of current funds expenditures was for all institutions and departmental research. (8) Average expenditures per student for all institutions of higher education went up \$169 from the 1968-69 average of \$2,454 to \$2,623 in 1969-70. (9) Expenditures per student averages in 1969-70 ranged from a high of \$5,533 for private universities to a low of \$941 for public 2-year colleges. (Author/MJM)

ED 083 950 HE 004 838

The Utilization of Highly Qualified Personnel. Venice Conference, 25th-27th October 1971.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 73

Note—427p.

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (\$8.00)

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—Career Opportunities, *Conference Reports, *Educational Policy, *Employment Trends, *Higher Education, *Manpower Utilization, Professional Education, Professional Training, Scientific Manpower

This document reports the highlights of an international conference designed to study the utilization of highly qualified personnel. Following the opening addresses by various participants, discussion documents and basic reports are presented. Four areas of concern include the state of employment and employment policy, the conditions and aims of education and training, concerted action, and psychological and social factors. Discussion documents cover employment prospects in the 1970's, career development and mobility, and further education and training of highly qualified personnel. The basic reports include employment prospects in the seventies, further education and training of highly qualified personnel, the allocation of labor and the consequences for educational policy, and international movements of scientists and engineers in the 1960's as an aspect of the mobility of highly qualified manpower. The appendices include the agenda, a list of documents submitted to the conference, and a list of participants to the conference. (MJM)

ED 083 951 HE 004 841

Nwagbara, Joel O.

Systems Analysis Approach to Academic Planning, Part I.

Institute for Services to Education, Inc., Washington, D.C. TACTICS Management Information Systems Directorate.

Pub Date Dec 73

Note—10p.; Management Information Systems

Research Profile, V1 N4, December 1973

Available from—Research Profile, Management Information Systems Directorate, Institute for Service to Education, Inc., 2001 S Street, N.W., Washington, D.C. 20009 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Education, *Curriculum Development, *Educational Objectives, Educational Planning, *Higher Education, Models, *Systems Analysis

Identifiers—*TACTICS

This paper presents concepts relevant to, and the benefits to be gained from, using a "systems" model in thinking about academic planning in general and curriculum development in particular. An attempt is made to show how the "systems" approach provides key tools for a diagnosis of academic structure in a college or university. In doing so, the central notion of each model is stated succinctly. Emphasis is placed on the college or university as a system, dimensions of systems analysis, academic planning and systems analysis, participatory planning, study committee, function of the study committee, development of an academic program, determination of objectives, and systems analytical technique. A 13-item bibliography is included. (Author/MJM)

ED 083 952 HE 004 842

Greeley, Andrew M.

Academic Growth in Catholic Higher Education.

Chicago Univ., Ill. National Opinion Research Center.

Pub Date Aug 66

Note—22p.; Presented at the American Catholic Sociological Society Convention, August 1966

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Education, *Catholic Educators, *Catholic Schools, Church Related Colleges, Educational Administration, *Educational Development, *Higher Education, *Private Colleges

Various aspects of the academic growth of Catholic higher education are discussed. It is concluded that Catholic higher education is not nearly as weak as it used to be but not nearly as good as it can be. Schools could be much better now than they are if the relationship between the religious order and the educational institution was clarified, and if the men who were selected to be the top level administrators were so chosen because of their competence and vision in higher educational administration and not for extraneous reasons having to do with the internal structure of the religious order. (Author)

ED 083 953

HE 004 843

Internationalizing the Universities: A Swedish Approach. Summary of a Preliminary Report from the Internationalization Committee of the Office of the Chancellor of the Swedish Universities.

Office of the Chancellor of the Swedish Universities, Stockholm.

Pub Date Feb 73

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cross Cultural Training, *Educational Change, *Educational Objectives, *Foreign Countries, *Higher Education, *Institutional Cooperation, Student Exchange Programs, Teacher Exchange Programs

Identifiers—*Sweden

In an effort to internationalize Swedish universities, a committee was established to examine the approach to achieve this goal in light of the present system of education. Chapter one concerns the Swedish educational system, emphasizing primary and secondary education, the universities and professional schools, education at the universities and professional schools, the organization of the universities and reforms. Chapter two examines the composition, task, and working system of the internationalization committee. Chapter three discusses the need for internationalization, including the labor-market motive. Chapter four encompasses educational objectives. These objectives are attitudes, general knowledge, specific vocational knowledge and skills, general skills, international comparability and competitiveness, and conflicting objectives. Measures for internationalization are included in Chapter five. These measures consist of curricula; language training; comparability; exchange of teachers; students and trainees; and supporting functions. (MJM)

ED 083 954

HE 004 844

Essence of Black Colleges in Community Development.

Technical Assistance Consortium To Improve Coll. Services, Washington, D.C.

Spons. Agency—Department of Housing and Urban Development, Washington, D.C.

Pub Date [73]

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Development, *Community Programs, Educational Innovation, Environment, *Higher Education, Human Resources, Management Development, *Negro Colleges, Organizational Development, *School Community Programs, Telecommunication

The response of black colleges and universities in the area of community development are discussed in relation to management and organization development, telecommunication, human resource development, educational innovations, and environmental services. Management and organization development encompasses small business development, public service delivery, and manpower utilization. Human resource development is discussed in relation to health, consumer protection and education, day care, criminal justice, and drug abuse. Environmental services emphasizes air and water pollution control and agricultural and rural efforts. Participants in the Black Colleges and Community Development Program are listed. This document is published through the Technical

Assistance Consortium to Improve College Services. (MJM)

ED 083 955

HE 004 846

Wilson, Kenneth M.

Notes on Attrition.

College Research Center, Princeton, N.J.

Pub Date 1 Jul 71

Note—42p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *College Students, Dropout Research, Graduation, *Higher Education, Research Projects, *Transfers, Transfer Students, *Withdrawal

Identifiers—*Hollins College

This document summarizes information about attrition, graduation, and graduation with honors at Hollins and other College Research Center (CRC) member colleges; calls attention to the fact that increasing percentages of entering freshmen are saying that the chances of their transferring to another college are "very good"; examines the academic qualifications of students who withdraw, who graduate, and who graduate with honors; and presents selected findings from analyses of freshman-survey responses for four subgroups of students entering Hollins in 1965 (Class of 1969) namely, "early withdrawals" (after first year), "later withdrawals" (Sophomore year or later), "graduates with low grade point averages," and "graduates with honors." (Author)

ED 083 956

HE 004 851

Bates, F. Kathleen

The Relevancy of Offerings as Evaluated by Arizona Home Economics Graduates.

Pub Date Jul 73

Note—127p.; Ph.D. dissertation submitted to Arizona State Univ., Home Economics Education, Tempe

EDRS Price MF-\$0.65 HC-\$5.88

Descriptors—*College Graduates, Course Evaluation, Doctoral Theses, *Educational Needs, *Higher Education, *Home Economics, *Relevance (Education), Research Projects

Identifiers—*Arizona

This study evaluated through a mail questionnaire the relevancy of the home economics and related courses as perceived by a stratified proportionate random sampling of 297 home economics graduates of 1968 through 1972 from three Arizona universities. The home economics graduates appeared to find most of their courses relevant to the development of professional and personal competencies. It was concluded, however, home economics curriculums need further in-depth experiences in university laboratories or community environments, individualized programs for specialized majors, inclusion of independent study, and differing methods of presentations. An extensive bibliography is included. (Author/MJM)

JC

ED 083 957

JC 730 253

Wattenbarger, James L. And Others

The State Directors of Community Junior Colleges and Their Staffs: A 1973 Reexamination.

Florida Univ., Gainesville. Inst. of Higher Education.

Pub Date 73

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Personnel, *Administrator Background, *Administrator Characteristics, Chief Administrators, Community Colleges, Junior Colleges, Questionnaires, Staff Role, *Surveys

A study to provide an empirically based conceptualization of the state directors of community junior colleges and their staffs was conducted. A questionnaire to provide information on the administrators was mailed to the state directors of 48 states. Questions concerned the length of time the director had been in office, the place where the directors received their degrees, the data about the position held just prior to appointment as State Director, salary ranges, accountability, most frustrating jobs, and long term professional goals of the directors. The second part of the questionnaire was directed toward a descriptive view of the staff. Information was sought regard-

ing staff size, age ranges of the state staff, vocational backgrounds of staff members, titles of staff members, working relationships, committees within the staffs, and the make-up of the staffs. (CK)

ED 083 958

JC 730 254

Hochschild, Steven F.

Guidelines for Vermont Regional Community College Commission. Regional Site Planning.

Vermont Regional Community Coll. Commission, Montpelier.

Pub Date 15 Mar 72

Note—49p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, Committees, *Community Colleges, Educational Objectives, *Educational Planning, *Guides, *Regional Planning, Staff Orientation

Identifiers—Vermont

These guidelines for the Vermont Regional Community College Commission attempt to answer the following questions: (1) Who are the students to be attracted and served? (2) What kind of services are to be provided? (3) In what ways can these services best be developed? (4) What kind of resources and staff development are needed for the job? and (5) How will one know whether the established goals have been fulfilled? Planning steps for the college trimester included: (1) those steps related to the setting of objectives, and (2) those concerned with designing operations to achieve objectives. Regional site planning included the following areas of activity: setting priorities, setting specific objectives, the student support system, the teacher support system, management, and staff development. (CK)

ED 083 959

JC 730 255

Scigliano, John Anthony

A Comparative Analysis of Administrative Structure and Performance of Community Junior Colleges in the State of Florida.

Pub Date 71

Note—172p.; Ed.D. Dissertation, Univ. of Florida Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order no. 72-9720, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Administrative Organization, *College Faculty, Community Colleges, *Comparative Analysis, *Decision Making, Educational Theories, Hypothesis Testing, *Junior Colleges, Models, Performance Factors

Identifiers—Florida

A study was conducted to (1) Analyze the context, structure, and performance of two community junior colleges in Florida, and (2) Determine the extent that the relationships established were consistent with Hage's axiomatic theory of organizations and Pugh's multivariate analysis of 52 organizations. A survey of authoritative literature and research was made to identify the variables for the model used in this study. A total of 34 hypotheses were developed that concerned the dimensions in the model and the theory. These hypotheses were tested with the data obtained from two junior colleges for all variables. The structural variable of participation was scaled with the aid of logical decision maps. Conclusions include: (1) When faculty participate in decisions that concern their welfare, the junior college is more efficient and adaptive; (2) An organization displays a greater readiness to change when it has a higher structuring of activities; and (3) Junior colleges in Florida increase in total number of employees at a faster rate than their FTE enrollment increases. (Author/CK)

ED 083 960

JC 730 256

Menzie, John Carroll

An Analysis of the Process of Teacher Evaluation in the Community College.

Pub Date 73

Note—197p.; Ed.D. Dissertation, Univ. of California, Los Angeles

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order no. 73-23,99, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Academic Achievement, *Community Colleges, *Evaluation Techniques, Interviews, Questionnaires, *Surveys, Teacher Attitudes, Teacher Behavior, Teacher Charac-

teristics, *Teacher Evaluation, Teaching Quality

An analysis of teacher evaluation as practiced during 1971-1972 and 1972-1973 in community colleges throughout the United States is presented. To identify the concepts and outcomes of teacher evaluation a survey was made of current literature, two questionnaires were sent to 226 community colleges, and 67 interviews were conducted. There are essentially three methods used to evaluate teachers in community colleges: determining teacher characteristics, assessing teacher performance, and measuring student outcomes. The principal claims made for evaluation are that it: (1) improves instruction, (2) provides information for decisions on retention and dismissal, (3) is a threat to academic freedom, (4) affects faculty morale, and (5) would eliminate incompetent teachers from the college staff. The findings from the questionnaires showed that about three-fourths of all community colleges in the nation had a formal evaluation program. Findings from the interviews are given. (Author/CK)

ED 083 961 JC 730 257

Pritchett, Betty Jensen

Values and Perceptions of Community College Professional Staff in Oregon.

Pub Date Jun 73

Note—156p.; Ed.D. thesis, Oregon State University

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48106 (Order no. 73-21,321, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Age Differences, *College Faculty, Comparative Analysis, Grading, Perception, Professional Occupations, *Profile Evaluation, Surveys, *Teacher Attitudes, Teaching Styles, Teaching Techniques, *Values

Identifiers—Oregon

A study was conducted to develop a profile of values held by Oregon Community Colleges full-time professional staff members as a group and to ascertain if there are differences in the values and perceptions held by sub-groups within the college staff. A total of 479 staff members were sent questionnaires, and 360 of these questionnaires were returned in usable form. In analyzing the composite value profile on instrumental values, "broadminded," "capable," "honest," and "responsible" were reported to be most important. Other findings were that: (1) Vocational instructors placed a higher priority on the "work-oriented" values such as "ambitious" and "self-controlled" than did the other sub-groups; and (2) "Imaginative" and "loving" were discernibly more important to the under 40 group. In analyzing the composite profile on terminal values, "self-respect" and "a sense of accomplishment" were reported as most important; Based on responses to the Cohen and Brawer Staff Survey, the following findings, among others, were reported: (a) The informal lecture and structured discussion were preferred teaching styles; (b) The respondents felt student evaluation was important; and (c) The majority of the respondents would abandon the traditional letter grade system. (Author/CK)

ED 083 962 JC 730 258

Hochschild, Steven F. Johnston, James Gilbert

Postsecondary Education Access Study. Part I:

Vermont High School Student Aspiration Study.

Interim Report.

Vermont Commission on Higher Education, Rutland.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Pub Date 28 Aug 73

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Aspiration, Correlation, Goal Orientation, *High School Students, *Post Secondary Education, *Student Attitudes, Tables (Data), Technical Reports

Identifiers—Vermont

A study was conducted to assess and account for high school student aspirations for post-secondary education. This study intends to shed some light as to why or why not a Vermont high school student will aspire to further education, the content of that aspiration, and factors which determine that aspiration. Major topics discussed include: (1) correlation between the aspiration rate

and the continuation rate, (2) variables that account for aspiration rates, (3) high school student preference for specific post-secondary services, (4) analysis of educational aspiration, and (5) analysis of continuation rates. Results are given. (CK)

ED 083 963 JC 730 259

Darnes, G. Robert, Ed.

Curriculum Guide for Baccalaureate Oriented Courses in Mathematics.

Mathematical Association of America, Springfield, Ill. Junior Coll. Task Force.

Spons Agency—Illinois Junior Coll. Board, Springfield.

Pub Date 73

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bachelors Degrees, College Curriculum, *College Mathematics, *Course Content, *Curriculum Guides, Higher Education, *Mathematics Curriculum, State Standards

A mathematics curriculum guide is presented for the purpose of offering statewide guidelines to colleges for determining the content of those courses which might be considered standard courses in the first two years of the college curriculum. Courses covered include: intermediate algebra, college algebra, trigonometry, analytic geometry, differential equations, linear algebra, statistics, and liberal arts mathematics. Recommendations are given. (CK)

ED 083 964 JC 730 260

Barton, George M. Mines, R. F.

Applied Educational Research and Evaluation.

Nova Univ., Fort Lauderdale, Fla.

Pub Date 73

Note—96p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, Data Analysis, *Educational Research, *Evaluation Techniques, Guides, *Models, Problem Solving, Research Methodology

A module is presented which instructs the reader in the following activities: (1) identification of a researchable problem, (2) preparation of a research proposal, (3) selection of appropriate research tools and methods, (4) identification of different kinds of variables in research, (5) preparation of a research report, (6) drawing of conclusions from results, (7) evaluation of research of others, and (8) an understanding of the roles of institutional and instructional research. A bibliography and index are given. (CK)

ED 083 965 JC 730 261

McCabe, Robert H.

Educational Policy Systems.

Nova Univ., Fort Lauderdale, Fla.

Pub Date 73

Note—58p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Policy, Federal Government, *Government Role, *Models, *Policy Formation, *Role Perception, State Government

An educational policy systems module is presented which is concerned with: (1) the formulation of educational policy in the United States, (2) the changing role of state and federal government in the formulation of educational policy, (3) the organizations and influence groups that are concerned with policy in higher education and their impact, (4) the processes by which policies are developed at the institutional level, and (5) the examinations of various policy issues for American higher education. (CK)

ED 083 966 JC 730 262

Kirk, Henry P.

Educational Programs for Handicapped Students in California Community College Districts: The Results of a Survey: Fall, 1972.

California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date Feb 73

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Colleges, *Handicapped Students, *Special Education, Special Programs, Special Services, State Programs, *Surveys

Identifiers—California

A statewide survey conducted in California during the fall semester, 1972, to determine the

opportunities available to handicapped students is presented. According to the results, 53% of the community college districts in the State have now established formal programs to meet the special educational needs of these students. Results are given for the following areas of interest: funding, services, special curricular offerings, types of handicapped students served, total number served, and programs for handicapped students in community college districts. (CK)

ED 083 967 JC 730 263

Raines, Max R.

A Study of Community Services Development and Potential in Seattle Area Community Colleges with Implications for Informational Systems.

Pub Date 30 Nov 73

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, *Classification, College Faculty, Community Colleges, Community Service Programs, Cooperative Programs, *Data Collection, Human Resources, Information Systems, Tables (Data)

A taxonomy for use in data gathering was developed and adapted. There are three types of activity in community service programs: (1) those designed to assist community members who are seeking to improve their own lives, (2) those designed to assist existing community organizations in establishing cooperative alliances to meet community-wide needs, and (3) those designed to procure or coordinate the human and material resources required to implement an effective program. A designated administrator from each of 12 colleges rated the scope and quality of current implementations of community services functions in their respective colleges. Responses are given in tabular form. Faculty response focused on the degree of relevance faculty members might assign to various functions. These responses are also given in tabular form. Results indicate that conditions for increasing development of community services are favorable. (CK)

ED 083 968 JC 730 264

Manifesto Prytane (1973).

Association of Philosophy Teachers.

Pub Date Aug 73

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Problems, Community Colleges, Conference Reports, Educational Objectives, *Philosophy, *Teacher Attitudes, Teacher Role, *Workshops

The report of the conclusions of the first annual workshop of the Association of Philosophy Teachers is presented. Points brought out include: (1) The Washington Community College System's philosophy teachers are frustrated in accomplishing their mission; (2) Because of poorly defined roles, community college philosophy teachers' efforts are frequently dissipated; and (3) Community College philosophy programs are unduly impeded by mediocre management and impoverished resources. (CK)

ED 083 969 JC 730 265

Millard, Richard

Shifting Perspectives in Financing and Planning for Community Colleges.

Pub Date 6 Jul 73

Note—18p.; Speech presented to the National Council of State Directors of Community/Junior Colleges, July 6, 1973, Newport, R.I.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Change Agents, *Community Colleges, *Federal Aid, *Financial Needs, *Financial Support, Local Government, Speeches, *State Government

The shifting roles of local, state, and federal governments in the financial support of community colleges is discussed. According to the 1970 Carnegie Commission on Higher Education report, the need for broader financial support for community colleges is critical. It is pointed out that the prospect for the immediate future, for Federal support of community colleges, is bleak. The Federal government has recommended no funding for Title X (a) or (b) and no funding for any of the programs designed to reinforce community colleges. There is evidence of a shift in perspective within the Department of Health, Education, and Welfare away from any support for planning, programs, or institutions and towards restricted forms of student aid. Likewise, state aid, although more than federal aid for ju-

nior colleges, is less than the yearly increase in students. Another factor detrimental to community college development is the aspiration of some two-year institutions to become four-year colleges. If community colleges are to continue existing, they must attract funds; in order to do this, they must become centers for life-long learning. Six steps are discussed for attracting funds. (CK)

ED 083 970 JC 730 266

Licopoli, Francis L.

The Effects of the Bucks County Community College Basic Studies Program on the Scholastic Performance of Academically High-Risk Students.

Bucks County Community Coll., Newtown, Pa. Pub Date Aug 73

Note—76p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Achievement Gains, Basic Skills, *Community Colleges, *Comparative Analysis, *Core Courses, *Counseling Programs, Interviews, Special Programs

A comprehensive and integrated basic studies program formulated in 1970 at a community college is discussed. To examine the effects of the program, applicants who graduated in the lower four-fifths and five-fifths of their high school class were randomly assigned to an experimental group and a control group. Students in the experimental group were interviewed by basic studies counselors; those interested registered for one or more courses. An overall comparison was made between the basic studies group and the control group with regard to grade point average, rate of success, persistence, and the number of credits earned, failed and withdrawn, and the grades for English composition I and mathematics earned in the second semester. Specific comparisons were also made for students in each group who ranked in the lower four-fifths of their class and for those who ranked in the lower five-fifths of their class. In the overall comparison, there was little difference in academic performance between students in the basic studies and control groups. In English composition I, success rates were comparably independent to warrant inference of an experimental effect. There was a significant difference for success rates in mathematics by students in basic studies. It was suggested that more use of the results, of the Comparative Guidance and Placement Tests be made. It was recommended that basic studies students continue in group counseling. (Author/CK)

ED 083 971 JC 730 267

Virginia Community College System Professional Employees' Appointment Policy with Supporting Due Process Documents for Grievance, Non-Reappointment and Dismissal.

Virginia State Dept. of Community Colleges, Richmond.

Pub Date 10 Aug 73

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Faculty, *Community Colleges, Disqualification, *Grievance Procedures, Personnel Management, *Personnel Policy, Professional Personnel, *Teacher Dismissal

Identifiers—Virginia
A discussion of Virginia Community Colleges' personnel policy is presented. Procedures discussed include those for: (1) dismissal of college personnel holding faculty rank, (2) non-reappointment of college personnel holding faculty rank, (3) faculty grievance, and (4) professional employees' appointment policy. (CK)

ED 083 972 JC 730 268

COPES Guide: Community College Occupational Programs Evaluation System.

California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date Aug 73

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, *Community Colleges, Educational Planning, Evaluation Techniques, *Guides, *Program Evaluation, Program Improvement, *Vocational Education

Identifiers—California, COPES
A guide designed to assist any California community college in objective self-appraisal of its occupational education programs is presented. It is divided into two volumes. This volume provides the data necessary for an understanding of

COPES, the procedures for its application, and time guidelines for scheduling its use. COPES is an acronym for Community College Occupational Programs Evaluation System. Its goal is to improve the quality and availability of occupational education in California community colleges by providing: (1) easily administered procedures and instruments for studying all aspects of occupational education, and (2) competent professional assistance in applying the system. Simplicity and unity are characteristic of its design. In the application of COPES, there are five essentials to its success: (1) involvement of the top leadership of the college, (2) careful advance planning, (3) participation of knowledgeable persons from the college, district, and community, (4) report of results to college participants, and (5) planning and action as a result of the study. (For related document, see JC 730 272.) (CK)

ED 083 973 JC 730 269

COPES Guide: Community College Occupational Programs Evaluation System. Subsystem: Consumer and Homemaking Education.

California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date 9 May 73

Note—41p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Colleges, *Consumer Education, Evaluation Techniques, *Homemaking Education, *Program Evaluation, Program Improvement, School Visitation, Self Evaluation, *Vocational Education

Identifiers—California, COPES

The purpose of the COPES subsystem in consumer and homemaking education (CHE) is the improvement of the quality and availability of CHE programs and services for students of California community colleges. It achieves this purpose by: (1) providing easily administered procedures for studying CHE programs, (2) offering professional assistance in application of the subsystem, (3) encouraging the involvement of many persons with views on the college's CHE programs and services, and (4) two other methods. The subsystem's application will help a college assess what exists in relation to what is desirable in consumer and homemaking education. Application of the subsystem has seven steps: college decision, preliminary contact, team formation, college orientation, completion of instruments, team site visit, and a written report. (Author/CK)

ED 083 974 JC 730 270

COPES Guide: Community College Occupational Programs Evaluation System. Subsystem: Disadvantaged.

California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date 9 May 73

Note—54p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Community Colleges, *Disadvantaged Groups, Evaluation Techniques, Measurement Instruments, *Program Evaluation, Program Improvement, Questionnaires, School Visitation, Self Evaluation, *Vocational Education

Identifiers—California, COPES

The purpose of the COPES subsystem is the improvement of the quality and availability of occupational education for the disadvantaged student who attends a California community college. The subsystem facilitates achievement of its purpose by: (1) providing easily administered procedures for studying aspects of occupational education related to the disadvantaged student, (2) offering professional assistance in application of the subsystem, (3) encouraging the involvement of many persons with views on a college's services and offerings for the disadvantaged, (4) 3 other methods. Application of the subsystem has seven steps: college decision, preliminary contact, team formation, college orientation, completion of instruments, team site visit, and a written report. A description of the instruments used in the system is presented. (CK)

ED 083 975 JC 730 271

COPES Guide: Community College Occupational Programs Evaluation System. Subsystem: Handicapped.

California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date 9 May 73

Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Colleges, *Evaluation Techniques, *Handicapped Students, Program Evaluation, Program Improvement, School Visitation, Self Evaluation, *Vocational Education

Identifiers—California, COPES

The COPES Subsystem for the handicapped attempts to improve the quality and availability of occupational education for the handicapped student who attends a California community college. The subsystem facilitates achievement of its purpose by: (1) providing easily administered procedures for studying aspects of occupational education related to the handicapped student; (2) offering professional assistance in subsystem application, (3) encouraging the involvement of many persons with views on a college's services, facilities and occupational offerings for the handicapped, and (4) two other methods. The application of the subsystem helps a college assess what exists in relation to what is desirable in occupational education for handicapped students. Application has the following steps: college decision, preliminary contact, team formation, college orientation, completion of instruments, team site visit, and a written report. (Author/CK)

ED 083 976 JC 730 272

COPES Guide (Instrumentation): Community College Occupational Programs Evaluation System.

California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date 2 Aug 73

Note—67p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Colleges, Guides, *Program Evaluation, *Questionnaires, Rating Scales, Statistical Data, *Vocational Education

Identifiers—California, COPES

The complete COPES Guide consists of two volumes. This volume, which is the second, contains the forms developed for summarizing basic information and obtaining perceptions of various persons identified with and interested in college's occupational education system. (For related document, see JC 730 268.) (CK)

ED 083 977 JC 730 273

COPES Report: Community College Occupational Programs Evaluation System. Occupational Education in Representative California Community Colleges.

California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date May 73

Note—69p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Colleges, *Educational Programs, Evaluation Techniques, *Program Evaluation, Program Improvement, Research Needs, School Visitation, Self Evaluation, *Vocational Education

Identifiers—California, COPES

An evaluation was made of the occupational education program at California community colleges. Three areas were studied: strengths, improvement needs, and research priorities. Evaluations, combining college self-appraisals with validations of the self-appraisals by visiting COPES teams, were conducted over a three-month period. Team ratings covered 60 items. Findings indicate: (1) Strengths include qualifications of occupational education instructional staff, experience of this staff, qualification of occupational education coordinators, quality of instruction, and salary schedules; (2) Needs include improved college organization, increased administration commitment to occupational education, and provision of educational opportunities consistent with community needs; and (3) Research priorities include data collection, use of job success and failure information of occupational education graduates in program planning, and use of individualized instruction. A four-page COPES status report on occupational education in representative colleges outlines in detail the major strengths, critical needs and research priorities in this field. (Author/CK)

ED 083 978 JC 730 274

Educational Programs for the Handicapped.

California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date 71

Note—267p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Administrative Personnel, *Community Colleges, Educational Finance, Educational Programs, *Guides, *Handicapped Students, Student Needs, *Vocational Education, *Vocational Rehabilitation, Workshops

A handbook on educational programs for the handicapped is presented. The purpose of the handbook is to assist community college educators in meeting the occupational training needs of handicapped students. Areas covered include: analysis of community need, assessment of existing facilities and services, funding sources, program design, basic definitions, educational implications, personnel, public relations, exemplary programs, workshop agenda, workshop staff and workshop notes. (CK)

ED 083 979 JC 730 275

Brawer, Florence B.
Personality Orientations and Vocational Choice in Community College Students.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.; California Univ., Los Angeles. Graduate School of Education; California Univ., Los Angeles. Library.

Report No.—ERIC-JC-Pap-36

Pub Date Dec 73

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Freshmen, *Community Colleges, Followup Studies, *Goal Orientation, Individual Characteristics, Longitudinal Studies, *Occupational Choice, *Personality Studies, Student Characteristics, Surveys

Identifiers—*California
 Data from a longitudinal study—the 3-D study—of freshmen at three California community colleges are presented. This study views freshmen on the basis of a construct called Functional Potential. Functional Potential is a hypothetical construct built on psychodynamic principles which describe the degree to which a person can tolerate ambiguity, delay gratification, exhibit adaptive flexibility, demonstrate goal directedness, relate to self and others, and have a clear sense of personal identity. Ss were 1876 freshmen tested during their first week in school and again at the end of their second semester. Information collected regarding the students included individual characteristics, demographic information, and data regarding attitudes, feelings, values, and goal directedness. Results are discussed. (CK)

ED 083 980 JC 730 276

Brawer, Florence B.
A Comparison of the Personality Characteristics of Community College Student Dropouts and Persisters.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.; California Univ., Los Angeles. Graduate School of Education; California Univ., Los Angeles. Library.

Report No.—ERIC-JC-Pap-37

Pub Date Dec 73

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Freshmen, *Community Colleges, Comparative Analysis, Dropout Attitudes, Dropout Characteristics, *Dropout Research, *Longitudinal Studies, *Personality Studies, Student Attitudes, Student Characteristics, Surveys

Identifiers—*California

Data from a longitudinal study of freshmen at three California community colleges is presented. This project, the 3-D Project, views freshmen in three colleges on the basis of a construct formulated by Brawer called Functional Potential. Functional Potential is a hypothetical construct built on psychodynamic principles which describe the degree to which a person is able to tolerate ambiguity, delay gratification, exhibit adaptive flexibility, demonstrate goal directedness, relate to self and others, and have a clear sense of personal identity. Ss were 1876 community college freshmen, tested during their first week in school. A follow-up test was administered at the end of the second semester for students in the initial testing group who were still in school. Data collected included individual characteristics and demographic information and data regarding attitudes, feelings, values, and goals. Findings are discussed. (CK)

ED 083 981

Garlock, Jerry C., Ed.

Evaluation as a Change Agent. Proceedings of the Annual Conference for Institutional Researchers and Administrators in California Community Colleges (9th, Pacific Grove, Calif., May 2-4, 1973).

California Junior Coll. Association, Sacramento. Committee on Research and Development.

Spons Agency—California State Dept. of Education, Sacramento. Div. of Higher Education.

Pub Date May 73

Note—117p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Change Agents, Community Colleges, *Conference Reports, Educational Researchers, *Evaluation, Faculty Evaluation, Junior Colleges, Profile Evaluation, Program Evaluation, Questionnaires, Research Methodology, Student Evaluation

The proceedings of a conference discussing the usefulness of evaluation in inducing change are presented. Conference sessions discussed inventory goals; COPEs: Diagnosis and Prognosis; Student Assessment; College Assessment; Staff Evaluation; Interchange; and Enrollment Depression. Participants in the conference were research directors, a counselor, a director of technical education, a test company psychologist, a consultant from the Chancellor's office, a dean of occupational and continuing education, a president of a private company, a data processing manager, a director from the Department of Finance, a college president, and a member of a board of trustees. A 28-item questionnaire was developed to provide data relevant to the development of a researcher profile in regard to research as it now exists at California Community Colleges. There are 10 researchers who devote over 50 percent of their time to research activities. There are also 19 full-time researchers. Data received indicated that no pattern exists regarding research job descriptions, office organizations, or budget requirements. (CK)

ED 083 982

Kintzer, Frederick C.

Professional Involvement in Community Junior College Education.

Florida Univ., Gainesville. Inst. of Higher Education.

Pub Date Sep 73

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Faculty, *Community Colleges, Counseling Services, Disadvantaged Groups, Educational Quality, Interinstitutional Cooperation, Junior Colleges, Program Evaluation, Questionnaires, Surveys, *Teacher Attitudes, *Teacher Participation, *Universities

Identifiers—UCLA, *University of California Los Angeles

An analysis of the relationships university faculty have had with community colleges is presented. It is pointed out that the attitudes and knowledge that university faculty possess often affect their actions relative to community college transfer students. At the 1965 meeting of the All-University Faculty Conference, the need for University leadership with respect to its lower division was left unmistakably clear. The potential of the University to strengthen its partnership with community colleges depends on the willingness of the faculty to participate. A survey was conducted to measure the present level of such a commitment of the UCLA faculty. Information was specifically sought with respect to individual involvement in community college education as student, teacher, administrator, parent of student, researcher, and consultant. Approximately 60 percent of the respondents to a questionnaire indicated some involvement with a community college or offered an opinion. Fifteen percent had attended a community college. Statements about community colleges included such comments as "smaller classed," "more individual attention," "better instruction," and "superior faculty." Areas in which the community college were rated include: services to students, academic preparation, counseling, disadvantaged students, and community colleges, university articulation. (CK)

ED 083 983

Mundi, John C.

Long-Range Planning for Community College Education.

JC 730 277

JC 730 278

JC 730 279

Center for State and Regional Leadership, Florida; Florida State Univ., Tallahassee. Dept. of Higher Education.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date Jul 73

Note—103p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Community Colleges, Educational Objectives, *Educational Planning, *Program Development, Program Planning, Regional Planning, *Statewide Planning

Identifiers—Washington State

A monograph, which is the first written description of a state-wide application of systematic planning based upon the concepts of corporate and conglomerate long-range planning, is presented. The six-year planning process of the Washington State community college system embraces a four-phase sequence of activities. Phase I involves the development of a tentative system-wide statement of goals and objectives, together with examples of program steps needed to implement the objectives in Washington's 22 community college districts. The purpose of Phase II was the development of 22 district long-range plans that would articulate with the Phase I system-wide statement. Phase III calls for consolidation of the planning reports from the 22 districts with the Phase I statement into a final system-wide plan for 1973-75. Phase IV will utilize the systems and procedures for planning developed in Phase I through III. Other data given in this monograph include the background for the six-year plan, the plan itself, the basic elements of a long-range plan, and additional considerations. Conclusions are given. (CK)

ED 083 984

Betts, Lee John, Ed.

Veterans on Campus: A Handbook for Programs, Services, Staffing and Assistance.

American Association of Community and Junior Colleges, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—76p.

Available from—American Association of Community and Junior Colleges, One Dupont Circle, Suite 410, Washington, D. C. 20036 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adjustment Problems, Administrator Guides, *Adult Counseling, *Adult Education Programs, Adult Students, Annotated Bibliographies, *Federal Aid, Minority Groups, Physically Handicapped, Special Programs, *Veterans Education

A handbook to provide information that will aid in establishing bondage between veterans and those professional people providing service for returning servicemen and women is presented. Topics discussed include: Vietnam veteran; organizing to serve the veteran; a veterans Outreach Program; veterans with special needs—minority veterans, academic adjustment, physical disabilities, less-than-honorable discharges, and emotional adjustment; vital collegiate veterans organizations, and Federal programs. The following are appended: (1) an annotated bibliography of veterans organizations, programs and publications; (2) USOE veterans cost-of-instruction regulations; and (3) the Servicemen's Opportunity College Concept. (CK)

ED 083 985

Kerr, Lornie

Foreign Students in Community & Junior Colleges.

American Association of Community and Junior Colleges, Washington, D.C.; National Association for Foreign Student Affairs, Washington, D.C.

Pub Date 73

Note—30p.

Available from—American Ass'n. of Community and Junior Colleges, One Dupont Circle, Washington, D. C. 20036 (\$1.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Guides, Admission Criteria, Bibliographies, *College Admission, College Housing, *College Role, Community Colleges, Counseling Services, *Foreign Student Advisers, *Foreign Students, Junior Colleges, *Post Secondary Education, Student College Relationship

A guide for two-year college administrators in dealing with foreign students and the administration of a foreign student program is presented. Topics discussed include the role of the community/junior college, admission policies, advising foreign students, orientation, housing, community volunteers, on-campus program, professional associations, services offered by agencies in the international field, and a bibliography on enrollment of foreign students. (CK)

LI

ED 083 986

LI 004 525

Conroy, Barbara

Staff Development and Continuing Education Programs for Library Personnel: Guidelines and Criteria.

ERIC Clearinghouse on Library and Information Sciences, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Dec 73

Note—26p. (32 references)

Available from—WICHE, P.O. Drawer P, Boulder, CO 80302 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Guidelines, *Librarians, Library Science, *Manpower Development, Manpower Utilization, *Professional Continuing Education, Program Evaluation, Program Planning

A common dilemma faces libraries of all types—discovering and managing manpower resources effectively. With librarianship increasingly becoming a service-oriented profession, manpower is the most essential resource. Staff development and continuing education offer partial promise of solution, but evidence of the efforts presently underway is not encouraging. The purpose here is to bring together an overview of the essentials for a systematic program of staff development and continuing education of library personnel. These practical guidelines and criteria may have value for those who are interested in developing competent library personnel—themselves or others. This is intended to be a working tool of principles and precepts on which to base sound programs aimed at the development of the manpower resource, the human potential, within the library profession. The need of manpower development programs in many areas of librarianship is great. This tool is one response to that need. Hopefully these guidelines can be utilized in many different situations where they can help those wanting to develop a new program or to reassess one already existing. The guidelines address planning, implementing, and evaluation a manpower development program. (Author/SJ)

ED 083 987

LI 004 526

Gallivan, Marion VanOrsdale

Research on Children's Services in Libraries. An Annotated Bibliography.

ERIC Clearinghouse on Library and Information Sciences, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Dec 73

Note—30p. (4 references)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annotated Bibliographies, Bibliographies, *Children, Childrens Books, Librarians, *Library Research, *Library Services, Public Libraries, School Libraries

This document is an annotated bibliography of research studies published between 1960 and Fall 1972 on the topic of library services to children, from preschool to age 14. The first section is a discussion of the significant findings of the studies cited, with an evaluation of the implication for the library profession. The second section consists of annotated bibliographic citations on studies in the following four subject areas: (1) Bibliographies of Research, (2) Research on School Libraries, (3) Research on Public Libraries, and (4) Research on Personnel in Libraries Serving Children. (Author)

ED 083 988

LI 004 527

Krevitt, Beth I. Griffith, Belver C.

Evaluation of Information Systems: A Bibliography, 1967-1972.

ERIC Clearinghouse on Library and Information Sciences, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Dec 73

Note—35p. (3 references)

Available from—Science Associates/International, Inc., 23 E. 26th St., New York, NY 10010 (INFORMATION Part II, v2 n6 1973; \$7.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Bibliographies, *Evaluation, Evaluation Techniques, Information Science, *Information Systems

The scope of this bibliography has been limited to literature dealing with the design, testing and evaluation of information storage and retrieval systems. A number of papers describing the implementation of specific systems were selectively included because they contained substantial or innovative material on evaluation; however, the bibliography generally emphasizes techniques applicable to a wide variety of systems. Similarly, articles dealing with specific products and services have been included when they showed broad implications for evaluation. On the other hand, discussions of specific library systems have been excluded as they were considered outside the scope of the bibliography. You will not, therefore, find such articles as those dealing with "objective tests of library performance." The last comprehensive bibliography in the field was compiled by Madeline Henderson and published in 1967. For that reason, the earliest citations in this compilation are for 1967. (Author/SJ)

ED 083 989

LI 004 528

Beaulnes, Aurele

Science Policy and STI in Canada.

Ministry of State for Science and Technology, Ottawa (Ontario).

Pub Date 15 May 73

Note—40p. (7 references): A paper presented to Canadian Association for Information Science, Montebello, May 15, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Evaluation, Foreign Countries, Information Dissemination, *Information Systems, Information Utilization, Policy, Scientific Research, *Technology

Identifiers—*Canada, Scientific and Technical Information

The problem of dissemination and utilization of scientific and technical information (STI) is of particular importance to Canada since it is not a major generator of STI. On the overall basis, it is in fact, one of the largest importers of scientific and technological knowledge. In this presentation, Dr. Beaulnes discusses: Approaches to STI systems (information processing and knowledge utilization), Evaluation of STI systems in Canada, Issues and goals, and the Policy options. (Author/SJ)

ED 083 990

LI 004 529

Bender, David R., Ed.

Issues in Media Management 1973.

Maryland State Dept. of Education, Baltimore.

Div. of Library Development and Services.

Pub Date Dec 73

Note—64p. (22 references)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Budgets, Communication (Thought Transfer), *Instructional Media, Management, Media Specialists, Media Technology, Nonverbal Communication, *School Libraries, Workshops

In the recent decades the library/media field has experienced startling advancements. The growth and development of sophisticated programs for media services have become an integral part of the school's instructional programs. In support of these school-based programs are the resources (both human and non-human) of the central office facilities of each local educational agency. Changing educational patterns at the national, state, and local levels have produced new opportunities and new challenges. Therefore, at the request of a group of media supervisors, a series of workshops was undertaken. This publication is a result of these three sessions. The following topics are included in this document: "Leadership implications of the unified media concept," "The role of supervisor in the unified media program," "Planning school library media programs and budget," "A planning process for school library/media programs," "How to communicate with practically everybody about practically everything," and "The significance of non-verbal communication." (Author/SJ)

ED 083 991

LI 004 530

Wainwright, Jane Hills, Jacqueline

Book Selection from MARC Tapes.

Association of Special Libraries and Information Bureaux, London (England). Research and Development Dept.

Pub Date Feb 73

Note—48p. (13 references)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographic Citations, *Information Retrieval, *Information Services, *Library Material Selection, On Line Systems, Relevance (Information Retrieval), Search Strategies

Identifiers—Machine Readable Cataloging, MARC, SDI, *Selective Dissemination of Information

In April 1971 the Aslib Research and Development Department began a study on selective dissemination from MARC tapes. The aim of the project was to explore the technical and economic feasibility of providing selective notifications of current books, by extraction from MARC tapes, to specialized libraries. Typical of the potential customers envisaged would be Aslib member organizations. A comparison would be made of the utility of the various elements in the MARC record as search keys. The project was planned in six phases: (1) planning and program specification for MARC file creation and searching; (2) programming; (3) exploratory work with test file; (4) pilot operation with users; (5) analysis of results, conclusions, report; and, (6) market survey. This report covers the first five phases of the project. (Author/SJ)

ED 083 992

LI 004 531

Leonard, Lawrence E. And Others

Public Library Construction Under LSCA, Title II. An Evaluation.

Spons Agency—Illinois State Library, Springfield; Missouri State Library, Jefferson City.

Pub Date Sep 70

Note—203p. (98 references)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Construction Costs, *Construction Programs, *Federal Aid, *Library Facilities, *Public Libraries

Identifiers—*Library Services and Construction Act, LSCA

Since the legislation making federal funds available for the construction of new buildings and the remodeling of older buildings stands as a turning point in the development of the American public library, the present study has been designed to investigate the effect of the federal funds both in terms of the stated purpose and the intent of the enabling legislation. An examination of the present urgent need for construction of public library buildings in the United States along with the limited financial resources available for such programs has led to the development of the present study. This study attempts to measure and evaluate how the availability of federal funds has affected the extent to which the local funds appropriated for construction and the utility of the buildings constructed have been increased. The study is limited to an examination of a sample of new and expanded library buildings in Illinois, Indiana, and Missouri. Remodeling projects are not included within the scope of the study because of the difficulty of defining and identifying the universe of projects. (Author/SJ)

ED 083 993

LI 004 532

Public, Academic and Special Library Service Record, 1972.

Wisconsin State Dept. of Public Instruction, Madison, Div. of Library Services.

Pub Date Jun 73

Note—98p. (0 references); Bulletin No. 3557

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Libraries, Library Collections, Library Services, *Public Libraries, *Special Libraries, *Statistical Data, Statistics, *University Libraries

Identifiers—Library Statistics, Wisconsin

Statistical data and directory information (name, address and telephone number) for public, academic and special libraries in the state of Wisconsin are compiled in this publication. The information on public libraries covers calendar year 1972, and includes statistics in population served, collections, loans, capital outlay, operating income and expenditures. Academic and special library statistics cover 1972/73 and include enrollment data, library staff, operating

expenditures, collections, volumes added, book stock, and periodicals. (SJ)

ED 083 994 LI 004 533

Design of Formats and Packs of Catalog Cards.
Ohio Coll. Library Center, Columbus.

Pub Date 73

Note—39p.:(0 references)

Available from—Ohio State Univ. Libraries, Publications Committee, 1858 Neil Ave., Columbus, OH 43210 (\$4.00)

Document Not Available from EDRS.

Descriptors—*Cataloging, Catalogs, *Computer Programs, Library Automation, Library Technical Processes, *On Line Systems, University Libraries

Identifiers—Catalog Cards, OCLC, *Ohio College Library Center

The three major functions of the Ohio College Library Center's Shared Cataloging System are: 1) provision of union catalog location listing; 2) making available cataloging done by one library to all other users of the system; and 3) production of catalog cards. The system, based on a central machine readable data base, speeds cataloging and reduces cataloging costs in participating libraries by taking advantage of cataloging performed elsewhere, and therefore, minimizing duplicate effort. In other words, the system takes advantage of economy of scale by requiring that a title be cataloged only once no matter how many copies are in participating libraries. The data base consists of over 600,000 machine readable cataloging records, and grows at the rate of a thousand new records a day. This document describes computer-produced catalog cards and specifications for sorted packs of cards for filing in particular catalogs. The manual presents a description of the physical characteristics of cards, the format of cards, and the procedures for drawing up specifications for production of cards in packs. (Related documents are LI 004 534 and 004 535.) (Author/SJ)

ED 083 995 LI 004 534

Off-Line Catalog Production.

Ohio Coll. Library Center, Columbus.

Pub Date 73

Note—26p.:(0 references)

Available from—Ohio State Univ. Libraries, Publications Committee, 1858 Neil Ave., Columbus, OH 43210 (\$3.00)

Document Not Available from EDRS.

Descriptors—*Cataloging, Catalogs, *Computer Programs, Library Automation, Library Technical Processes, University Libraries

Identifiers—Catalog Cards, OCLC, *Ohio College Library Center

The Ohio College Library Center's off-line catalog system is a limited technique for production of card catalogs. Unlike the on-line system, it cannot make the resources of a region available to users in an individual institution, and it does not have the potential for significantly reducing rate of rise of library per-unit costs. In short, it is not a comprehensive, computerized cooperative library system, as is the on-line system. Nevertheless, the off-line system does effect economies that are particularly important to achieve prior to activation of the on-line system. This publication describes the materials and procedures employed to obtain catalog cards in an off-line mode. The manual discusses and illustrates the various types of punch cards used in the off-line system, and the information to be included on punch cards when a library requests catalog card production. (Related documents are LI 004 533 and 004 535.) (Author/SJ)

ED 083 996 LI 004 535

On-Line Cataloging.

Ohio Coll. Library Center, Columbus.

Pub Date 73

Note—209p.:(0 references)

Available from—Ohio State Univ. Libraries, Publications Committee, 1858 Neil Ave., Columbus, OH 43210 (\$7.50)

Document Not Available from EDRS.

Descriptors—Bibliographic Citations, *Cataloging, Catalogs, *Computer Programs, Library Automation, Library Technical Processes, *On Line Systems, University Libraries

Identifiers—Catalog Cards, Cathode Ray Tube, OCLC, *Ohio College Library Center

The principal objective of the Ohio College Library Center is to lower the rate of rise of per-unit library costs while increasing the availability

of library resources for use by patrons of participating libraries. A major procedural goal of the on-line cataloging system is to furnish cataloging personnel in individual libraries with bibliographic information when and where they need it. When a book leaves the terminal, bibliographic cataloging should be complete. One of the purposes of this manual is to specify the additional steps required in the data collection process to prepare bibliographic data for conversion into machine readable form. This document is an instructional manual for libraries employing the on-line cataloging system of the Ohio College Library Center. The manual describes the cathode ray tube terminal, instructs in the operation of the terminal, and explains the tagging and coding of bibliographic data to conform with the Library of Congress MARC II Communications Format. (Related documents are LI 004 533 and 004 534.) (Author/SJ)

ED 083 997

Mueller, Johan

Photocopying in Swedish Schools.

Ministry of Education, Stockholm (Sweden).

Pub Date 31 Aug 73

Note—10p.:(0 references); Reprinted by the Council of Europe, Council for Cultural Co-operation, Strasbourg, France, (DECS/Inf (73) 9)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Copyrights, Foreign Countries, Legal Problems, *Public Schools, *Reprography

Identifiers—*Sweden

To what extent and on what conditions may copies of literary and artistic works be made for educational purposes? In Sweden the main provisions pertaining to this matter are to be found as from 1 July 1973, in a special agreement and no longer in law. The agreement refers also to the right to make copies of photographs for the schools. The above-mentioned agreement is probably the first of its kind and is therefore described in this document. Copies of literary and artistic works as well as of photographs have for a long time been made on a considerable scale within the frame of the educational system in Sweden. This copying has generally been made without the consent of the persons entitled to grant the right to photocopying (the title-holder). The legal support in the Swedish Copyright Act and Photography Act being considered insufficient, negotiations began in 1967 to regularize questions of copyright within the frame of the educational system. These negotiations have resulted in an agreement concerning graphic and photographic reproduction for the schools. As regards copying at the universities the negotiations are still going on. (Author/SJ)

ED 083 998

Weber, David C.

Working Paper on the Future of Library Automation at Stanford.

Pub Date Sep 71

Note—65p.:(0 references)

Available from—Financial Office, Stanford Univ. Libraries, Stanford, CA 94308 (\$9.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Library Automation, Library Technical Processes, Program Costs, *University Libraries

Identifiers—BALLOTS, *Stanford University Libraries

A number of important factors require Stanford University to review the progress and future implications of technological innovations in the library for the community of scholars which it serves. These factors include: The general economic climate of the University in 1971 and in the immediate years ahead; The problem of future funding of the automation project; and, Hardware constraints and costs of computer application. After four years of extensive developmental work, library automation has reached a critical juncture. Over the next several months the Stanford community needs to consider the role of library automation in the future of the University. Hopefully this working paper will facilitate the decision on whether and how to continue library automation at Stanford. (Author/SJ)

ED 083 999

Plan for Progress in the Media Center; 7-12.

Iowa State Dept. of Public Instruction, Des Moines.

Pub Date 70

Note—32p.:(55 references)

Available from—Publications Section, Dept. of Public Instruction, Grimes State Office Building, Des Moines, IA 50319 (\$5.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Budgets, Guidelines, *Instructional Materials Centers, *Instructional Media, Library Collections, Library Facilities, Media Technology, *School Libraries, Secondary Schools, Staff Role

This handbook has been prepared by a committee composed of administrators and media specialists under the direction of the Department of Public Instruction. Its purpose is to establish guidelines for media centers in the secondary schools of Iowa. Most secondary schools in Iowa now have traditional libraries. This handbook provides guidelines for transition to the newer media center approach with a broad and unified program of services and resources, including both audiovisual and printed materials. The following areas are discussed: staff, quarters and facilities, materials collection, professional collection, equipment, furnishings, and budgets. (Author/SJ)

ED 084 000

Fisher, Richard G.

Ohio Project for Research in Information Service, OPRIS. Final Summary Report.

Spons Agency—Ohio State Dept. of Economic and Community Development, Columbus.; Ohio State Library, Columbus.

Pub Date 73

Note—148p.:(22 references)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Information Networks, Information Services, Library Cooperation, *Library Networks, *Library Services, *Public Libraries, State Libraries, State Programs

Identifiers—*Ohio

The basic thrust of the planning and operation of the research project reported here was to investigate methods of accelerating the development of a climate of receptivity to new influences in the emerging and vital area of networking, to which the Ohio library community has a recorded commitment and whose impact will create a new perspective, and a needed new opportunity for public library services. The Ohio Project for Research in Information Service (OPRIS) was designed to meet the following objectives: Provide information and research aid, through existing library organizations, to government agencies; develop effective communication among libraries and government agencies by enlisting their cooperation in satisfying information needs; demonstrate a functioning model of an information network; and, collect data useful for the design and operation of a statewide multi-function reference and information network. The Project was further seen as a development tool with interfaces to aspects of the Ohio Library Development Plan through its potential for contributing to: strengthening the State Library's services to state government; providing a prototype model for a statewide information network; and, building a resource of immediate availability to the State's ALSOs (Area Library Service Organizations). (Author/SJ)

ED 084 001

Krippendorff, Klaus

Some Principles of Information Storage and Retrieval in Society.

Pub Date Aug 73

Note—76p.:(9 references)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computers, *Information Retrieval, Information Science, *Information Storage, Information Theory, Memory, Search Strategies

Human individuals, social organizations and societies are alike in that their knowledge of past events is to some extent maintained and brought to bear on their behavior. On the individual level we know quite a bit of how this is accomplished. However, on the social level we know close to nothing. It is not the task of this paper to ascertain the reasons for this notable lack of knowledge, rather, to explore concepts that would overcome it and to point to some phenomena that might thereby become transparent. And because this is in a sense a step into no-man's land, a major portion of this paper is devoted to introductory topics, that is, to

questions regarding memory, information retrieval by computers, etc. with lesser space devoted to elaborating the properties of different kinds of information storage and retrieval in society. (Author/SJ)

PS

ED 084 002 PS 006 629

Halasa, Ofelia Fleming, Margaret
Follow-Through Project, Health-Education-Welfare Fund (Fund Number 88-1). 1971-1972 Evaluation.

Cleveland Public Schools, Ohio. Div. of Research and Development.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 73

Note—193p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Classroom Environment, *Compensatory Education Programs, *Elementary School Students, *Evaluation, Individualized Instruction, *Preschool Programs, Socioeconomic Influences, Teacher Influence
Identifiers—Cleveland Public Schools, *Project Follow Through

The 1971-72 evaluation report of Project Follow Through in the Cleveland public schools focuses on the following issues: (1) degree to which product objectives at each grade level were attained, (2) degree to which factors as project participation, teacher, preschool experience, and socio-economic factors influenced children's performance, (3) what other factors had important influences, and (4) degree to which the principles of the responsive classroom environment were evident in the classrooms. The Follow Through Project in Cleveland provides a comprehensive program of instruction and supportive services for 4 1/2 years. The instructional approach, Responsive Classroom Environment, is characterized by individualized instruction, free exploration, immediate feedback to children about the consequences of their actions, self-pacing and child orientation, and structure designed to facilitate interconnected discoveries by the learner. The project served a total of 466 children during the '71-72 year in Cleveland. Major evaluative findings are presented, and recommendations for the program are discussed. (DP)

ED 084 003 PS 006 687

Lewis, Michael And Others

Mothers and Fathers, Girls and Boys: Attachment

Behavior in the First Two Years of Life.

Educational Testing Service, Princeton, N.J.

Spons Agency—Spencer Foundation, Chicago, Ill.

Report No.—ETS-RB-72-60

Pub Date Dec 72

Note—42p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, *Cognitive Development, *Infant Behavior, *Longitudinal Studies, *Parent Child Relationship, Sequential Learning, Sex Differences, *Social Development

Identifiers—*Attachment Behavior

This longitudinal study examined the interrelationship between sex of the child and sex of the parent on the expression of attachment behaviors during the child's first 2 years. Special consideration was given developmental changes in the attachment structure and the relationship of attachment to cognitive development. Ten boys and 10 girls were seen at 1 and 2 years of age in a free play situation. At each age each infant first played with one parent and then a week later with the other. Attachment behavior (proximal and distal modes) was observed and found to be affected by the sex of infant and sex of parent. The Bayley Mental Maturity Index, obtained at age 2, was found to be correlated with certain patterns of attachment behavior over the first 2 years of life. These findings are discussed in terms of attachment theory and the etiology of sex differences in interpersonal relationships. (Author/SET)

ED 084 004 PS 006 690

Miller, Wilma H.

A Final Report on a Longitudinal Study of Certain Home Environmental Factors and Children's Primary-Grade Reading Achievement.

Illinois State Univ., Normal.

Pub Date 2 May 73

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Correlation, *Elementary School Students, *Environmental Influences, *Family Environment, *Longitudinal Studies, Parent Child Relationship, *Reading Achievement
Identifiers—Murphy-Durrell Reading Readiness Analysis, Stanford Achievement Test

This document is a final report on a 4-year longitudinal study of possible relationships between selected home environmental factors and children's reading achievement in the primary grades. The home factors included (1) maternal language style, (2) maternal teaching style, (3) children's daily schedules, and (4) prereading activities at home. Data were collected on 40 children and mothers, based on tape recordings, direct observation of structured interactions, and mothers' reports. Assessment involved administration of the Murphy-Durrell Reading Readiness Analysis when subjects were in kindergarten, the Stanford Achievement Primary I Battery in second grade, and the Primary II Battery in third grade. Relationships were studied by a correlation procedure. It was concluded that six significant relationships exist between maternal language style and children's reading. There may be some relationship between maternal teaching style and reading achievement. Significant relationships between children's daily schedules and achievement were found. Surprisingly few relationships between home prereading activities and reading achievement could be isolated. Discussion emphasized the need for further research on the topic. (DP)

ED 084 005 PS 006 691

Stein, Myron And Others

Beyond Benevolence—The Mental Health Role of the Preschool Teacher.

Center for Preventive Psychiatry, White Plains, N.Y.; Sarah Lawrence Coll., Bronxville, N.Y.

Pub Date Apr 69

Note—52p.; Revised edition of paper presented at a workshop at the meeting of the American Orthopsychiatric Association (April, 1969)

Available from—Center for Preventive Psychiatry, 340 Mamaroneck Ave., White Plains, NY 10605 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Rearing, *Mental Health, *Parent Education, Parent Participation, *Preschool Education, *Preschool Teachers, Psychiatry, Teacher Role

This report describes a 4-year project at the Sarah Lawrence Nursery School in which the teacher's role was expanded to include extensive work with parents. Nursery school teachers, after conferring with psychiatric consultants about children's problems, had frequent meetings with parents in which observational and childrearing information was shared, and effective strategies for dealing with individual children were worked out. Eleven case studies are presented, representing families who worked closely with the nursery school teacher and were helped to handle difficult situations with their children. Implications of the project for preventive psychiatry and mental health services for preschool children are discussed. (DP)

ED 084 006 PS 006 696

Lewis, Michael Ban, Peggy

Variance and Invariance in the Mother-Infant Interaction: A Cross-Cultural Study.

Educational Testing Service, Princeton, N.J.

Spons Agency—Spencer Foundation, Chicago, Ill.

Report No.—ETS-RB-73-27

Pub Date Apr 73

Note—34p.; Paper presented at the Burg Wartenstein Symposium (Burg Wartenstein, Austria, June 18-26, 1973); Preprint of chapter to appear in "Cultural and Social Influences in Infancy and Early Childhood," Calif., Stanford University

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Care, Child Rearing, *Cross Cultural Studies, Cultural Awareness, Cultural Differences, *Cultural Environment, *Infants, Mothers, *Parent Child Relationship, Verbal Communication

Identifiers—United States, *Yugoslavia

This document reports on a cross-cultural study of mother-infant interactions. Focus is on the issue of variance and invariance in these interactions across cultures. American and Yugoslavia mother-infant pairs were observed over long

periods of time in a naturalistic setting. Also, available data on Dutch, Zambian, and Senegalese mothers and infants were analyzed, so that five cultures were compared. Results indicated that there was considerable consistency in terms of the caregiving the infants received. This was discussed in relation to the invariances that exist across human cultures. Further discussion emphasized the danger of misinterpretation when behavior is studied out of context. To avoid this, it is necessary to be extremely familiar with the culture under question. (Author/DP)

ED 084 007 PS 006 697

Freddie, Roy Hall, William S.

Effects of Prenominal Adjective Ordering on Children's Latencies and Errors in an Immediate Sentence Recall Task.

Educational Testing Service, Princeton, N.J.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Report No.—ETS-RB-73-19

Pub Date Mar 73

Note—29p.; An earlier version of this paper was presented at the Annual Convention of the American Psychological Association (80th, Honolulu, Hawaii, Sept. 2-8, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adjectives, Age Differences, Cognitive Development, *Early Childhood, *Imitation, *Language Development, Memory, Nominals, *Recall (Psychological), *Sentence Structure

A total of 34 children, ages 2 and a half to 6, were presented with sentences for imitation that either violated or honored a prenominal adjective ordering rule, which requires that size adjectives must precede color adjectives. Two response measures were evaluated in terms of these sentence types: latency to begin a sentence imitation and recall errors. For both the older and younger subjects, latencies following adjective order violations were significantly longer than following correct adjective order. This indicated the existence of a perceptual strategy in noun phrase segmentation which occurs at the time the sentence is comprehended. The recall error measure indicated that a different strategy is reflected in the output phase of a sentence imitation task: this strategy was called a "shift-to-grammatical-output." Older subjects were found to employ this latter strategy, whereas the younger subjects did not employ it. These results were interpreted in terms of Bever's developmental theory of prenominal adjective ordering acquisition, the empirical work of Martin and Molfese, and a more general developmental theory suggested by the work of Danks, Glucksberg, and Schwenk. (Author/SET)

ED 084 008 PS 006 725

Sutton-Smith, Brian

Play as Variability Training And, As the Useless Made Useful.

Pub Date [72]

Note—10p.

Available from—N.Y.S.A.E.Y.C. Publications, Joan Gerbereaux, 3 Millstone Lane, Southampton, N.Y. 11968 (\$0.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Creativity, *Cultural Differences, *Early Childhood Education, Early Experience, *Human Development, Imagination, *Play, Role Playing, Work Attitudes

Identifiers—Exploratory Behavior

This document discusses play behavior. Play is considered by many people to be useless; in fact harmful, as it may impede work. This attitude is related to historical and cultural patterns, particularly the work ethic of Western Civilization. Others consider play to be useful, adaptive activity. Evidence supporting this view is reviewed, including animal research, cross-cultural studies, and reports of play training producing generalized positive effects in therapy. This paper attempts to reconcile the differences of these views by looking at play as types of adaptation that maximize the capacity for variability. Play is considered a personally useful type of adaptation having to do with subjective reactions to experience rather than objective accommodation within it. Play responses mediate novelty, but do not guarantee its access to external cultural usefulness. The importance given to play in recent years is a manifestation of the need for novel thought because of the diversification of social roles in

modern times. The structure of play is discussed; universally-determined and culturally-determined play are differentiated. Implications for education are considered, stressing the advantages of play training for creativity and adaptability. (DP)

ED 084 009 PS 006 812

Guides for Day Care Licensing. Bureau (DHEW/OCD), Washington, D.C.
Report No.—DHEW/OCD-73-1053
Pub Date [73]
Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Certification, *Day Care Programs, Day Care Services, *Guides, *Models, Program Administration, Safety, Sanitation, *Standards, Zoning

Identifiers—Office of Child Development

This booklet provides source materials for the development of state and local regulations applicable to day care service facilities. Sections discuss: (1) the Model State Day Care Licensing Act, (2) Day care program and staffing, (3) Health and sanitation, (4) Fire and safety regulations, (5) Principles of zoning, and (6) Principles of administration of day care licensing. (SET)

ED 084 010 PS 006 821

Ronald, Doris Kliman, Gilbert
The Unique Function of the Teacher in an Experimental Therapeutic Nursery School.
Center for Preventive Psychiatry, White Plains, N.Y.

Pub Date 6 Nov 70
Note—12p. Paper presented at the Annual Meeting of the American Association of Psychiatric Clinics for Children (Philadelphia, Pennsylvania, November 6, 1970)

Available from—Center for Preventive Psychiatry, 340 Mamaroneck Avenue, White Plains, N.Y. 10605 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Early Childhood Education, Early Experience, Emotionally Disturbed, Environmental Influences, *Intervention, *Psychiatry, *Special Education, *Teacher Role

Identifiers—Cornerstone School

A discussion of the role of the teacher in the Cornerstone School, a therapeutic nursery school, is presented. The school is an analytically oriented, remedial program for young children who have lived under special stress situations. Emphasis is on prevention of serious emotional problems through early treatment. In the classroom, a therapist carries out an interpretive process with each child individually while the teacher runs the educational program. The roles of the teacher and therapist are clearly differentiated, and the 6-8 children in the class are helped to understand the difference in roles. The teacher is responsible for creating an atmosphere of open communication, straightforwardness, and clarity. An important part of the teacher role is to report information, based on day-to-day observation, to the therapist. Also, the teachers handle much of the communication with parents, through home visits and conferences. (DP)

ED 084 011 PS 006 822

Kliman, Gilbert And Others
Facilitation of Mourning During Childhood.
Center for Preventive Psychiatry, White Plains, N.Y.
Pub Date [68]
Note—35p.

Available from—Center for Preventive Psychiatry, 340 Mamaroneck Avenue, White Plains, N.Y. 10605 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Adolescents, *Case Studies, *Death, Elementary School Students, *Emotionally Disturbed Children, *Parent Child Relationship, Preschool Children, *Psychiatry, Siblings, Social Maturity, Therapy

Identifiers—Bereavement, Center for Preventive Psychiatry, NY, White Plains

This paper discusses case studies of children psychologically disturbed by the death of parents or siblings. Illustrations of mourning facilitation were mainly gathered from 16 orphaned children, ages 3-14. Some techniques used in helping children mourn include: discussing physical details of the illness, discussing previous deaths of animals and people, encouraging full and controlled expression of thoughts on death, helping children perceive the emotional reactions of family members, and encouraging mourning directly. (SET)

ED 084 012 PS 006 823

Kliman, Gilbert Lubin, Harriet
Covert Suicidal Impulses in Maternally Deprived Children.

Center for Preventive Psychiatry, White Plains, N.Y.
Pub Date 69

Note—16p. Paper presented at the Annual Meeting of the American Association of Psychiatric Clinics for Children (1969)

Available from—Center for Preventive Psychiatry, 340 Mamaroneck Avenue, White Plains, N.Y. 10605 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Case Studies, *Emotional Development, *Emotionally Disturbed Children, Mothers, *Parent Child Relationship, *Psychiatry

Identifiers—*Mourning

This paper discusses the development of suicidal impulses in children who have lost their mothers due to abandonment or death. The paper is based on two psychoanalytic case studies, in which the children were in therapy when the first suicidal impulses emerged. A pattern is described in which bereaved children's intense wishes to have their mothers back all to themselves are transferred onto the therapist. When these wishes are frustrated, suicidal intentions develop, are communicated, and can then be partially worked through. (DP)

ED 084 013 PS 006 825

Kliman, Gilbert
Preventive Opportunities in Childhood Bereavement. (Death of a Parent Study).

Center for Preventive Psychiatry, White Plains, N.Y.

Pub Date 8 Apr 64

Note—16p.

Available from—Center for Preventive Psychiatry, 340 Mamaroneck Avenue, White Plains, N.Y. 10605 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adolescents, *Clergymen, *Death, Elementary School Students, *Emotionally Disturbed Children, *Parent Child Relationship, Personality Development, Preschool Children, Prevention, *Psychiatry, Socially Deviant Behavior

Identifiers—Bereavement

This lecture to clergymen presents a discussion of childhood bereavement and possible long-term psychological effects. A correlation between the loss of a parent and later-life mental illness is suggested, as well as the need to look closely at children's unique ways of grieving. The clergyman's role in helping bereaved families is emphasized. (SET)

ED 084 014 PS 006 826

Sinclair, Caroline
Movement and Movement Patterns of Early Childhood. [Complete Report].

Richmond Public Schools, Va.; Virginia State Dept. of Education, Richmond.
Pub Date 6 Jan 70

Note—130p.; ED 053 796 is the shortened version of this study

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Age Differences, *Early Childhood, Individual Differences, *Longitudinal Studies, *Motion, *Physical Development, *Psychomotor Skills, Sex Differences

This study investigated the progressive development in movement and movement patterns of children ages 2-6. Data were collected over a 3-year period at six-month intervals, based on films of 57 children performing 25 motor tasks. The results are presented along two dimensions: (1) Descriptive analysis of progress of young children in movement with indications of age, sex, and individual differences, and (2) descriptive analysis of development of movement patterns in each of 25 basic movement activities during early childhood. It was concluded that an identifiable sequence does occur in movement of children and that similar movement patterns emerge; that identifiable variations may also be expected; that a young child's movement development may be assessed by his progress over time and by comparisons with children of his own age; that general movement characteristics appear to be indicative of development in movement. These are dynamic balance, opposition and symmetry, total body assembly, rhythmic locomotion, eye-hand efficiency, agility, and postural adjustment. (DP)

ED 084 015 PS 006 827

Rosenbluth, Lucille And Others
New York City Infant Day Care Study.
New York City Agency for Child Development, N.Y.; New York City Dept. of Health, N.Y.
Pub Date 8 Nov 73

Note—10p. Paper presented at the Annual Meeting of the American Public Health Association (San Francisco, California, November 8, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Development, *Day Care Programs, *Early Experience, Emotional Development, *Environmental Influences, *Infants, Interagency Cooperation, *Longitudinal Studies, Parent Child Relationship, Physical Development, Social Development

Identifiers—Family Day Care, Group Day Care

A 5-year longitudinal study of infant day care programs in New York City is described. Emphasis is on the effects of day care on the child and family, particularly with regard to mother-infant separation. The study is large scale (involving 550 children and families), and it focuses on service-oriented programs that have been developed in the past few years by many participating agencies. Three groups are being studied: (1) children in group day care centers, (2) children in family day care centers, and (3) home reared children. Data is largely based on systematic, naturalistic observations, although many tests of cognitive, emotional-social, and physical development are being used as outcome measures. Instruments to indicate effects on families are also being administered. Some cross-sectional analysis will be made, so that early versus late entry comparisons can be included. The project stresses the acceptance and cooperation of each of the participating agencies and parents involved; the steps taken to insure these attitudes are described. (DP)

ED 084 016 PS 006 835

Keislar, Evan R. Luckenbill, Maryann
A Learning Center on the Lever for Young Children.

California Univ., Los Angeles. Early Childhood Research Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date 73

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Learning, Curriculum, *Educational Games, Elementary Science, *Kindergarten, *Learning Laboratories, *Mechanics (Physics), *Open Education, Preschool Children, Social Relations

This document describes a project designed to explore the possibilities of children's learning in mechanics. The principle of the lever, one example of a simple machine, was used in the form of a balance toy. The apparatus was set up as a game in a specially devised learning center. The children made non-verbal predictions as to which way the bar would tilt when various weights were placed at either end. After completion of a pilot study, 22 kindergarten children were chosen as subjects. Half of the groups received orientation to provide a clear replicable procedure for introducing the materials. A criterion test was developed. The apparatus was then placed in the classroom with no restrictions as to who could use it or for how long. Observers noted the children's behavior, recording anecdotal information and use of the balance. On the fourth day, all children were posttested. Results indicated that both groups (with or without orientation) performed similarly on the posttest. Discussion centered on the use of learning centers in open classrooms for facilitating learning, and the possibilities of teaching scientific principles to young children. (DP)

ED 084 017 PS 006 836

Pederson, David R.
The Soothing Effects of Vestibular Stimulation as Determined by Frequency and Direction of Rocking.

University of Western Ontario, London. Dept. of Psychology.

Spons Agency—Ontario Mental Health Foundation, Toronto
Pub Date 73

Note—15p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Infant Behavior, *Infants, *Physical Development, Prenatal Influences, *Psychophysiology, *Sensory Experience
Identifiers—*Rocking

This study systematically investigated the influence of direction and frequency of rocking on the activity of two-month-old infants. Of the 84 subjects, 42 were males and 42 females. They were brought to the laboratory at least 2 hours after each feeding and placed supine in a bassinet. Rocking at 60 cycles per minute resulted in a greater reduction in activity than rocking at 45 cycles per minute. The direction of rocking (up and down, side to side, and head to toe) was not related to changes in activity. The finding that direction is unrelated to the soothing effects of rocking appears to be inconsistent with assumptions that rocking is soothing because it is similar to movements "in utero". The soothing effects produced by rocking and other forms of stimulation may be related to brain stem inhibitory mechanisms. (DP)

ED 084 018 PS 006 838

Schulman, Janice B. Prall, Robert C.
Normal Child Development: An Annotated Bibliography of Articles and Books Published 1950-1969.

Pub Date 71

Note—326p.

Available from—Grune & Stratton, Inc., 111 Fifth Avenue, New York, N.Y. 10003 (\$9.75)

Document Not Available from EDRS.

Descriptors—*Age Differences, *Annotated Bibliographies, *Child Development, Developmental Psychology, *Family Characteristics, *Socioeconomic Influences

An annotated bibliography of child development literature from 1950-1969 is presented. Emphasis is on studies yielding data on normal child development for the 3-18 age range. In general, only studies with relatively large samples (30 or more) were included. Each summary describes the purpose of the research, sample size and characteristics, methodology, and findings. The references were organized into 18 subject headings, classified by a variety of social, personality, and physical topics. Articles are cross-referenced when they relate to more than one category and classified according to the variables of age, socioeconomic status, and family composition. In all, 733 references are summarized. (DP)

ED 084 019 PS 006 839

Morrison, James K.

A Developmental Study of the Person Perception of Young Children.

State Univ. of New York, Albany.

Pub Date Aug 73

Note—12p.; Paper presented at the Annual Convention of the American Psychological Association (81st, Montreal, Canada, August 27-31, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Age Differences, *Cognitive Development, *Elementary School Students, Grade 1, Grade 6, Middle Class, *Moral Development, Social Development

Identifiers—Behavior Prediction Test, *Dissertation, Global Rating Scale, Projective Film Test

This document presents a summary of a dissertation concerning the developmental relationship between moral judgment and person judgment. Subjects were 144 middle class male first graders and sixth graders from parochial schools. The children watched three films of a boy doing damage. The experimentally crucial film showed the same boy transgressing on purpose or by accident, and within the context of one of three mitigating circumstances (anger, unreasonable request, or favor.) The Global Rating Scale, Behavior Prediction Test, and Projective Film Test were used as dependent measures. Developmental differences were apparent, and were discussed in terms of cognitive developmental theory. (DP)

ED 084 020 PS 006 840

Beckman, Linda

Teachers' and Observers' Perception of Causality for a Child's Performance.

California Univ., Los Angeles. Dept. of Psychiatry.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-0-1-031

Pub Date 73

Grant—OEG-9-70-0065

Note—20p.

Available from—Linda Beckman, Department of Psychiatry, University of California, Los Angeles, CA 90024

Journal Cit—Journal of Educational Psychology; (in press)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement, *Background, *Elementary School Students, Expectation, *Observation, *Performance Factors, Student Ability, Student Motivation, *Teacher Attitudes
Identifiers—Causal Attribution

A total of 112 female teachers and student teachers acted as participants or observers in an experimental situation in which the participant taught a simulated elementary school child a mathematics lesson for three 5-minute trials while the observer watched. The child's performance supposedly either improved over trials (Low-High), deteriorated over trials (High-Low), or remained stable, but low (Low-Low). Contrary to prediction, participants appeared to attribute change in the child's performance (improvement or deterioration) to themselves. Participants were somewhat more likely to attribute poor performance to situational factors than observers were. However, both groups attributed low or descending performance to situational factors more often than they did high performance. The Low-High child was evaluated higher on measures of sentiment and skill than the High-Low child, who in turn was evaluated higher on sentiment, skill and effort than the Low-Low child. (Author/SET)

ED 084 021 PS 006 842

Semb, Susan And Others

The Teacher as a Classroom Observer: A Simple and Reliable Procedure for Recording Teacher Interactions.

Pub Date 73

Note—11p.

Available from—Susan Semb, Pinckney School, Lawrence Unified School District #497, Lawrence, KS 66044

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classroom Observation Techniques, *Educational Environment, *Elementary School Students, Grade 6, Lesson Observation Criteria, Reliability, *Student Teacher Relationship, *Teacher Behavior

This report describes a study of a procedure for recording teacher interactions in a sixth grade classroom. The study was designed to record interactions for an entire class and to determine if a sixth grade student could act as a reliable observer in such a data collecting system. Results indicate that sixth grade students can observe and record teacher behavior reliably, thus eliminating the need for an outside observer and freeing the teacher for other activities. The merits of use of a digital clock in maintaining accurate time counts and high reliability are discussed. (DP)

ED 084 022 PS 006 858

Kruger, W. Stanley

Education for Parenthood and the Schools.

Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [72]

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Development, Curriculum Development, Federal Programs, High School Students, *Intervention, *Parent Education, Prevention, *School Activities, *Social Problems

Identifiers—*Education For Parenthood Project

School-related programs of the Education For Parenthood Project are described. The purpose of the project is to provide young people with knowledge and skills to enable them to be effective parents. The rationale for such a program is based on the ineffectiveness of current laissez-faire policy in the schools, as reflected by problems of child abuse, retardation, infant care, drug abuse, and divorce rate for young marriages. High quality programs already in existence at Gathersburg, Maryland, Mt. Desert Island, Maine, Los Angeles, California, Dallas, Texas, Salt Lake City, Utah, and Battle Creek, Michigan, are described. An extensive survey of all existing programs is now being taken by the Education for Parenthood Project, with the long range goal of developing a comprehensive curriculum model. General subject areas for the model and general educational objectives are described. Also emphasized is the need for an instructional

technology to make the content relevant and universal for youth. Finally, the importance of inter-institution cooperation and distribution of materials to schools and communities is discussed. (DP)

ED 084 023 PS 006 885

Elofson, Theresa H.

Open Education in the Elementary School: Six Teachers Who Were Expected to Change.

Illinois Univ., Urbana. Center for Instructional Research and Curriculum Evaluation.

Pub Date Feb 73

Note—182p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Case Studies, *Elementary School Teachers, Interviews, *Open Education, Physical Environment, Questionnaires, Student Characteristics, *Student Teacher Relationship, *Teacher Attitudes, Teacher Characteristics
Identifiers—Classroom Observation Rating Scale, CORS

This document presents an evaluative record of six open education teachers and their elementary school classes at the Fannie Gilbert and Stephen MacArthur Schools in Washington, D.C. Described are the changing physical classroom environments, the behavior of the students, the methods used to instruct and discipline, and the teachers themselves—their problems, their use of materials and space, and their interactions with parents and colleagues. A brief review of open education research is included, along with appendices concerning the Classroom Observation Rating Scale (CORS) and a teacher questionnaire. (SET)

ED 084 024 PS 006 888

Loadman, A. Evelyn

The Comparative Neurological, Physical and Sociological Status of Grade 1 Children in Three Socio-Economic Areas.

Manitoba Univ., Winnipeg. Child Development Clinic.

Pub Date [68]

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Grade 1, *Intelligence, *Learning Difficulties, Motor Development, *Neurological Organization, Physical Characteristics, Physical Health, Reading Ability, *Socioeconomic Background

In order to assess the validity of the relationship of motor skills to academic progress, 20 children from 3 different socioeconomic areas were studied, psychologically, neurologically and sociologically. Their intelligence and school progress were found to follow socioeconomic lines. Neurological status as tested by a scored "extended" neurological assessment failed to show any relationship to academic achievement, however. Medical and sociological information proved to be more important when the factors surrounding parental education, and the history of the mother's pregnancy and labor and the child's neonatal period, were studied. (Author/SET)

ED 084 025 PS 006 889

Kerzenik, Diana

Role-Taking and Representation in Children's Drawings.

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date [72]

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, *Art Expression, *Communication (Thought Transfer), *Elementary School Students, *Kindergarten Children, Social Influences, Thought Processes
Identifiers—*Egocentrism, *Role Taking

This study examined the correlation between the egocentricity in childhood and the artist's consideration of the viewer's perspective. A method was devised to evaluate drawings made by 82 children between 5 and 7 years old, according to criteria of comprehensibility. Verbal and nonverbal behaviors accompanying the drawings performance were analyzed, along with responses to a post drawing performance question. The findings indicated that relatively incomprehensible drawings were more likely to have been drawn by children who did not consider the perspective of the viewer. (Author/SET)

ED 084 026

PS 006 895

Hartup, Willard W.

Violence in Development: The Functions of Aggression in Childhood.

Minnesota Univ., Minneapolis. Inst. of Child Development

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date Aug 73

Note—26p.; Based on paper presented at the Annual Convention of the American Psychological Association (81st, Montreal, Canada, August 27-31, 1973).

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Age Differences, *Aggression, *Classroom Observation Techniques, *Early Childhood, Personality Development, *Social Development, Socialization

This report describes a naturalistic observational study concerned with the functions of aggression in children and how they change with age. Background on aggression is provided through a discussion of the problems of definition and ontogenesis, which have led to a general shortage of relevant developmental data. This study involved 102 children, 64 between the ages of 4 and 6, and 38 between 6 and 8. They were involved in six groups operating under a common program philosophy. Each aggressive act was coded as to general function: (1) Hostile, or person-directed, and (2) Instrumental, or object-directed. A finer analysis of function involved nine categories ranging from bodily injury and property destruction to rejection, derogation, and defiant non-compliance. Antecedent events were coded into three basic types: blocking, bodily contact, and derogation. Results are discussed in terms of age, sex, and race comparisons. It is concluded that the results support the hypotheses that the developmental course of human aggression can best be studied through a differentiated "functional analysis" of the problem, and that the instrumental-hostile differentiation is useful in such an analysis, at least for studying early childhood. (DP)

ED 084 027

PS 006 919

Campbell, James N. Nadelman, Lorraine

Sex and Age Differences in Target Choice on an Aggressive Task.

Michigan Univ., Ann Arbor. Dept. of Psychology.

Pub Date Oct 72

Note—20p.; Report 13 of Developmental Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Age Differences, *Aggression, *Grade 2, Inhibition, Learning, Middle Class, *Preschool Children, *Sex Differences, Socialization

The role of inhibition as related to sex differences in aggression was investigated using 20 nursery school and 20 second grade children. A dart gun was employed, with choices of four targets—drawings of a boy, a girl, a zebra, and an object. There were three sessions and eight target choices per session. Choice of the human target was assumed to indicate low inhibition; choice of the object target, high inhibition. Age differences were as predicted; second graders were more inhibited than nursery school children. Sex differences were as predicted for the older children; in the younger group, girls were more aggressive than boys. Session effects interacted with age and sex to form different patterns of response for the four groups. Differences between nursery school and second grade girls were larger than differences between nursery school and second grade boys. (Author/SET)

ED 084 028

PS 006 923

Hagen, John William Kail, Robert V., Jr.

Facilitation and Distraction in Short-Term Memory.

Michigan Univ., Ann Arbor. Dept. of Psychology.

Pub Date Jan 73

Note—16p.; Report 23 of Developmental Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Age Differences, *Elementary School Students, *Memory, *Primacy Effect, *Recall (Psychological), Serial Learning, Task Performance, Visual Stimuli

Children's short-term memory was studied under two experimental conditions: one in which recall was expected to be facilitated because of the provision of a study period, and one in which

a distracting task was imposed that was expected to interfere with recall. Forty subjects at each of two age levels, 7 and 11 years, were tested in a serial-position recall task in a control as well as in one of the experimental conditions. Overall, recall was higher at the older than at the younger age level. In the facilitation condition, recall improved for the older children only, especially at the primacy positions. In the distraction condition, recall declined and performance for the older age level did not differ from that of the younger. (Author/SET)

ED 084 029

PS 006 924

Nadelman, Lorraine

Sex Identity in American Children: Memory, Knowledge, and Preference Tests.

Michigan Univ., Ann Arbor. Dept. of Psychology.

Pub Date Jun 73

Note—29p.; Portions of this paper were presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pa., March 29 - April 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, *Cross Cultural Studies, *Elementary School Students, Grade 3, Kindergarten Children, Parent Role, Recall (Psychological), *Sex Differences, *Social Class, Socioeconomic Influences, *Stereotypes

Identifiers—England, Sex Role

Recall, knowledge, and preference for masculine and feminine items were tested in 40 American, 5- and 8-year-old white boys and girls from working and professional middle class families. Children recalled, knew, and preferred same-sex items significantly more than opposite-sex items. Girls' scores were less rigidly sex-typed than boys'. Older children showed greater stereotype in preference tests than younger children. Sex differences in preference scores of older children were greater in the working than middle class. In comparison to the data on English 5-year olds, American girls were less sex-typed than their English counterparts, and accounted for the predicted decrease in sex polarity of preference scores. (Author/SET)

ED 084 030

PS 006 925

Kail, Robert V., Jr. Schroll, John T.

Evaluative and Taxonomic Encoding in Children's Memory.

Michigan Univ., Ann Arbor. Dept. of Psychology.

Pub Date Jun 73

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, Classification, *Elementary School Students, *Evaluative Thinking, Inhibition, *Learning Processes, *Memory, Recall (Psychological), *Taxonomy

Two experiments were conducted to investigate the development of evaluative and taxonomic encoding in children's memory. The task used was a modification of the Wickens short-term memory task in which subjects' recall of words is tested following a distraction task. The first experiment found that 11-year-old children, but not 8-year-old children, encoded words using the evaluative dimension of the semantic differential. In the second experiment, both 7- and 11-year-old children demonstrated the ability to encode words according to taxonomic categories. These findings were related to other recent work on the development of memory. (Author/SET)

ED 084 031

95

PS 006 940

McCabe, Ann E. And Others

The Role of Overt Activity in Children's Sentence Production. Report from the Research Component "Children's Learning and Development".

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—TR-251

Pub Date Apr 73

Contract—NE-C-00-3-0065

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Activity Learning, *Cognitive Development, Language Usage, *Learning Processes, Memory, *Preschool Children, *Recall (Psychological)

The ability of nursery school children to associate pairs of toys was assessed under four experimental conditions: (1) control, (2) subjects manipulating the toys, (3) subjects generating a

sentence, and (4) subjects generating a sentence while manipulating the toys. All three subject-involvement conditions produced significantly better recognition performance than the control condition; but contrary to initial predictions, the difference was not significant between sentence and manipulation-plus-sentence conditions. In contrast to previous research, subjects in the sentence condition had little difficulty producing sentences when asked. Of interest was the finding that the quality of sentence production was poorer in the manipulation-plus-sentence condition than in the sentence condition. Results are discussed in terms of the possible conflict produced when the child is required to engage in more than one overt activity simultaneously. (Author/DP)

ED 084 032

95

PS 006 941

Varley, William H. And Others

Training Imagery Production in Young Children Through Motor Involvement. Report from the Research Component "Children's Learning and Development".

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—TR-252

Pub Date May 73

Contract—NE-C-00-3-0065

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cognitive Development, *Elementary School Students, *Imagery, *Kindergarten Children, Learning Processes, Paired Associate Learning, *Psychomotor Skills

Identifiers—Piaget

Kindergarten and first grade children were given a paired-associate learning task following one of five types of strategy-training procedures. In the motor training conditions, subjects generated interactions involving pairs of toys by playing with them or by drawing pictures of them. It was found that relative to simple imagery practice, motor training facilitated the performance of kindergartners, with no differences among four motor training variations. For the first graders, imagery practice by itself was as effective as each of the motor-training procedures. The results are discussed in terms of Piaget's theory of cognitive development and contrasted with previously unsuccessful attempts to induce self-generated elaboration strategies in young children. (Author/DP)

ED 084 033

PS 006 944

Irwin, D. Michelle Ambron, Sueann R.

Moral Judgment and Role-Taking in Children Ages Three to Seven.

Pub Date 29 Mar 73

Note—60p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, March 29, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Affective Behavior, Age Differences, Cognitive Development, *Early Childhood, Intelligence Differences, *Learning, Lower Class, Middle Class, *Moral Development, Perception, *Role Playing, Sex Differences, *Task Performance

Identifiers—Internalization

Two studies were designed to examine the relationship between moral judgment and role-taking in young children. In Study I, 30 lower class and 30 middle class five-year-olds were presented with affective, cognitive and perceptual role-taking tasks. Task performances were then examined in relation to four dimensions of moral judgment—blameworthiness, restitution, intentionality, and intent-consequence. Analysis of the data suggests that affective and cognitive role-taking may emerge before perceptual role-taking in young children. Also, 5-year-olds seem to best understand the notion of blameworthiness, followed by restitution, and to a lesser extent, intentionality. Study II investigated the relationship between role-taking and moral judgment in 34 kindergarten and 38 second graders, using age as a variable. Affective, cognitive and perceptual role-taking were studied in relation to the moral judgment dimensions of intentionality and restitution justice. A significant correlation was found between role-taking and moral judgment, especially cognitive role-taking. In addition, 7-year olds had higher scores than 5-year olds on all

areas of role-taking except the perceptual tasks, and 7-year-olds had higher scores than 5-year-olds on total moral judgment and intentionality but not on restitution. Suggestions for future research are made. (SET)

ED 084 034 PS 006 946

Zamoff, Richard B. And Others

Research Instruments Used in Evaluation of Head Start Experience with "Healthy, That's Me" in the Second Year.

Urban Inst., Washington, D.C.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date 28 Sep 73

Note—180p.; For Volume I, see PS 006 945

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Curriculum Research, *Evaluation, Evaluation Methods, Evaluation Techniques, *Health Education, *Interviews, *Preschool Programs

Identifiers—*Healthy That's Me, Project Head Start

This volume provides a supplement to The Urban Institute's final evaluation of health education materials currently in use in the Head Start program. The curriculum, "Healthy, That's Me," is being evaluated in the second year. Section I includes the research instruments used for data collection in the fall of 1972; Section II includes research instruments used in the spring of 1973. Interviews were administered to Head Start staff, parents, directors, and teacher trainers. The final report of the study provides additional information relevant to data collection, including descriptions of sampling and evaluative procedures. (DP)

ED 084 035 PS 006 959

Block, Jack And Others

Some Misgivings About the Matching Familiar Figures Test as a Measure of Reflection-Impulsivity.

California Univ., Berkeley. Dept. of Psychology. Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date [72]

Note—73p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Anxiety, *Behavioral Science Research, *Conceptual Tempo, Decision Making Skills, *Evaluation Methods, Literature Reviews, *Personality Assessment, *Preschool Children

Identifiers—California Child Q Set, Matching Familiar Figures Test, MFF

The performances of 100 4-year olds on the Matching Familiar Figures Test were analyzed in terms of decision time and decision accuracy. The subjects were divided into four groups: (1) the fast/inaccurates, (2) the slow/accurates, (3) the slow/inaccurates, and (4) the fast/accurates. Assessment of individual personality characteristics showed that fast/inaccurate children, rather than being impulsive, were comparatively anxious, hypersensitive, vulnerable, and structure-seeking. Research on reflection and impulsivity is discussed as well as the general implications of the present study. (SET)

ED 084 036 PS 006 968

Hellmuth, Jerome, Ed.

Exceptional Infant. Volume 1: The Normal Infant. Pub Date 67

Note—568p.

Available from—Brunner/Mazel, Inc., 64 University Place, New York, NY 10003 (\$12.50)

Document Not Available from EDRS.

Descriptors—Affective Behavior, Animal Behavior, *Child Development, Cognitive Development, Evaluation, Individual Differences, *Infant Behavior, *Infants, Language Development, *Learning, Neurological Organization, Observation, Perceptual Motor Learning, *Research, Schematic Studies, Socialization, Stimulation

Identifiers—Bayley Scales of Mental Development, Bayley Scales of Motor Development

This book contains a collection of papers that focus on normal infant development, particularly from the standpoint of learning. Written by leading experts from a number of disciplines, these papers deal with topics such as: the examination and observation of infants, including neurological, neuropsychological, and neurobehavioral aspects; learning of motor skills; reflexes; affective development; visual preferences; stimulation and

the implications of primate research. The essays are of interest to those concerned with normal, exceptional, and disturbed children. (SET)

ED 084 037 PS 006 975

Holmes, Monica And Others

Case Studies of the Seven Parent-Child Centers Included in the Impact Study: Atlanta, Detroit, Harbor City, Menomonee, Mount Carmel, Pasco, and St. Louis. Volume I.

Center for Community Research, New York, N.Y.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date Nov 72

Note—140p.; PS 006 976 is Volume II of this report, for other related documents, see PS 006 977 and PS 006 981

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Administrative Personnel, *Child Care Centers, Community, *Educational Facilities, Family Characteristics, *Federal Programs, Health Services, Parent Education, Parent Participation, *Preschool Children, *Program Descriptions

Identifiers—Parent Child Center Program, PCC, Site Visits

Case studies of individual Parent-Child Centers are part of baseline data collected for the impact study of the Parent-Child Center (PCC) program. Seven centers, selected as representative of the national program, are examined. Case studies include descriptions of facilities, the ethnic characteristics of participants, the communities in which they are located, the number of hours children participate in the program, the demands placed on parents for participation, the number of professionals on the staff, stability of leadership, and staff turnover. Descriptions are based on site visits and interviewer's impressions and observations. (SET)

ED 084 038 PS 006 976

Holmes, Monica And Others

The Impact of the Parent-Child Centers on Parents: A Preliminary Report. Volume II.

Center for Community Research, New York, N.Y.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date Feb 73

Note—331p.; PS 006 975 is Volume I of this report, for other related documents, see PS 006 977 and PS 006 981

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Behavior, *Child Care Centers, Family Background, *Federal Programs, Health Services, Interviews, Nutrition, *Parent Attitudes, *Parent Child Relationship, Parent Participation, *Preschool Children, Questionnaires, Rural Family, Self Concept, Urban Environment

Identifiers—Parent Child Center Program, PCC

This document is the second part of a report based on interim findings of the Parent-Child Center impact study on parents. Interviews were conducted with 354 parents at seven Parent-Child Centers in order to measure (1) parenting (behavior, feelings, and attitudes); (2) self-concept (feelings of control over personal destiny, participation in community events, and interpersonal relationships); (3) knowledge and use of community resources; and (4) health care and nutrition. The program's design and methodology, as well as parents' demographic background information are included. An appendix contains a sample parent questionnaire. (SET)

ED 084 039 PS 006 977

Holmes, Monica And Others

Case Studies on the Advocacy Components of Seven Parent-Child Centers: How the National Program Looks Six Months After Start-up.

Center for Community Research, New York, N.Y.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date Oct 72

Note—292p.; For related documents, see PS 006 975, PS 006 976, and PS 006 981

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Community, Family Problems, *Federal Programs, Health Needs, Housing Needs, Objectives, Parent Child Relationship, Parent Education, *Preschool Children, *Program Descriptions, *Referral, *Social Services, Staff Utilization, Training

Identifiers—Advocacy, Parent Child Center Program, PCC

The case studies in this report describe the Advocacy Components (AC) of seven Parent-Child Centers, giving comprehensive details based on six months of operation. Each site description includes information related to: the community, needs assessment, the relationships with families, family group participation, community resources, project objectives, the relationship of each AC with its Parent-Child Center, and staff organization, background, training, and turnover. Family contact summaries and referral reports are also included. Data tables summarize referrals for all seven AC for the period May-September 1972, and a sample advocacy questionnaire is appended. (SET)

ED 084 040 PS 006 980

Shipman, Virginia

Disadvantaged Children and Their First School Experiences: ETS-Head Start Longitudinal Study. Preliminary Description of the Initial Sample Prior to School Enrollment. Summary Report.

Educational Testing Service, Princeton, N.J.

Spons Agency—Child Development Services Bureau (DHEW/OCD), Washington, D.C. Project Headstart.

Report No.—OCD-H-8256-C

Pub Date 1 Jul 71

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Development, Compensatory Education Programs, *Disadvantaged Youth, *Early Childhood Education, Early Experience, Emotional Development, *Environmental Influences, *Evaluation, Family Characteristics, *Longitudinal Studies, Social Development

Identifiers—*Project Head Start

This report is a summary statement about a broad-based longitudinal study being conducted by Head Start. It concerns the effects of early school experiences on over 1800 disadvantaged children, ages 4 to 8, and their families who live in four poverty areas. The report (1) raises basic questions about the nature of education, learning, and research; (2) explains the potential value of the study in terms of its design; (3) describes the types of information being collected and the data gathering procedures being used; (4) describes the children, families, and communities involved in the study; and (5) discusses preliminary findings and their implications. Variables important to the study are cognitive, social, personal, and physical developmental characteristics (related to differing environments) and family characteristics. (DP)

ED 084 041 PS 006 981

Holmes, Monica B. And Others

The Advocacy Components of Seven Parent-Child Centers: A Final Report on the Start-Up Year.

Center for Community Research, New York, N.Y.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date Jul 73

Note—231p.; For related documents, see PS 006 975, PS 006 976, and PS 006 977

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Family Problems, *Federal Programs, Health, Home Visits, Low Income Groups, Objectives, Parent Education, *Preschool Children, *Program Evaluation, *Social Services, Staff Utilization, Training

Identifiers—Advocacy, Parent Child Center Program, PCC

This summary report describes the development of advocacy components in seven Parent-Child Center programs designed to integrate local services for families with children from birth to 5 years. The major problems and the accomplishments of each national advocacy component goal are outlined. Chapters discuss (1) The Advocacy Concept and the Evaluation Design, (2) National Goals and Local Program Objectives, (3) The Families Served by the Advocacy Component (including data on all families with information on referrals, home visits, and illustrative cases), (4) The Families Served by the Advocacy Components (specific data on 25 families from each of the seven centers), (5) Group Meetings, Mass Meetings, Councils, and Workshops for Advocacy Component Families, (6) Relationships Between the Advocacy Components and Community

Agencies, and (7) Staff Functions and Training. (SET)

RC

ED 084 042

RC 007 412

Maybee, William L.

A Comparison of Sioux Indian Children's Vane Kindergarten Test Results and the Established Norms.

Pub Date Aug 70

Note—26p.; Master's Project Paper, Northern State College, Aberdeen, South Dakota

Available from—Inter-Library Loan, Northern State College, Aberdeen, South Dakota

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Comparative Testing, *Group Norms, *Kindergarten Children, Measurement Techniques, *Norm Referenced Tests, Tables (Data), Test Results

Identifiers—Sioux, *Vane Kindergarten Test

The purposes of this study were (1) to develop norms among American Indian Students for the Vane Kindergarten Test (VKT) and (2) to statistically compare these with the published norms. Sixty-one test results of Sioux Indian children ages 4.6-5.5 were statistically compared with VKT norms. This tabulation of the results indicated that there is no significant difference between these results and the published norms. The scores were tested to see if there was any difference between the modes of learning assessed by the test. The modes of learning were the cognitive, affective, and psycho-motor domains. These results were also without significance at either the .01 or .05 percent level. Since there was no significant difference between the Sioux children and the norms, it is possible to assess the learning problems of Sioux Indian children by the VKT. The 3 recommendations stated that the VKT should be used in the Sioux Head Start programs as a 3-pronged measure of intelligence, as a projective educational aid, and as a diagnostic tool. (FF)

ED 084 043

RC 007 414

Taylor, June A. And Others

Socialization of Aggression in Low Income Rural Appalachian Children.

Pub Date 27 Aug 73

Note—17p.; Paper presented at American Psychological Association Annual Convention (81st, Montreal, Canada, August 27, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aggression, *Child Rearing, Cultural Factors, Discipline, *Low Income Groups, Punishment, *Rural Areas, *Socialization, Social Values

Identifiers—*Appalachia

A descriptive analysis of the socialization techniques and values for aggression of a sample of 188 parent sets from a southern Appalachia county was described. The parents were at a lower class occupation and income level. Data were collected by interviews in the home. The 57 separate items in the mother interview and the 40 items in the father interview covered the same child rearing variables. The major conclusion was that the sample parents did not approve of aggression toward parents but did tend to approve of aggression to peers. The techniques used to bring about these specific behaviors were generally punitive. On the rating of punitive techniques used for misbehavior, mothers scored higher than fathers on all counts. The implications of the findings from this as well as other pertinent studies in the literature were discussed. An 18-item bibliography and additional statistical information were presented. (Author/PS)

ED 084 044

RC 007 415

The University of Calgary Indian Students' University Programme (I.S.U.P.) Evaluation Report, 1972-73.

Calgary Univ. (Alberta). Faculty of Education.

Pub Date 73

Note—130p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*American Indians, *College Programs, Curriculum Design, Financial Support, Higher Education, *Program Design, *Program Evaluation, Special Programs, Student Participation, *Student School Relationship, Teacher Education

Identifiers—*Indian Students University Programme, University of Calgary

The document evaluated the first year (1972-73) of operation of the Indian Students' University Programme (ISUP) at the University of Calgary in Alberta, Canada. Early in 1972 a plan was developed with the Department of Indian Affairs whereby the University was to receive up to 50 non-matriculated American Indian students in September 1972. Preliminary meetings were held with a representative Indian group from the Province of Alberta. The Steering Committee, which now plays a major role in policy formation, evolved from this group. Five students were elected members of the Committee and helped to overcome some initial suspicion of the Committee's work with the student group. A policy decision at the Indian Affairs' level determined that at least the first phases of the programme would concentrate on teacher education to meet the demand for Indian teachers. The evaluation discussed the following: (1) introduction; (2) a review of literature which has relevance for the ISUP programme; (3) proposal for funding first phase, 1972-73; (4) interim evaluation; (5) analysis of final examination data; (6) report of participant observer, 1972-72; (7) curriculum recommendations; and (8) a report to members of the ISUP Steering Committee on some ideas from abroad. A major, overall recommendation was that ISUP should continue in essentially the same form. (FF)

ED 084 045

RC 007 416

Dunkelberger, J. E. And Others

Reaching the Hard to Reach with EFNEP (Expanded Food and Nutrition Education Program).

Auburn Univ., Ala. Agricultural Experiment Station.

Spons Agency—Auburn Univ., Ala. Cooperative Extension Service; Extension Service (DOA), Washington, D.C.

Pub Date Jun 73

Note—33p.; Bulletin 446

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Education, *Extension Education, Family Life, *Federal Programs, *Homemaking Education, *Nutrition Instruction, Race, *Rural Areas, Social Factors, Socioeconomic Status

Identifiers—*Alabama

Information about the families contacted by the Expanded Food and Nutrition Education Program (EFNEP) who rejected the invitation to enroll in the program is presented. Interviews were conducted with 147 homemakers whose names appeared on a prime contact list prepared from recommendations of local public agencies. Upon completion of the interviewing, program assistants began to contact and enroll homemakers in EFNEP. Enrollment represented 58% of the homemakers on the list. Enrollment in EFNEP was most likely to occur when: (1) the homemaker was either under 30 or over 45 years of age, (2) the family income was less than \$3000 and the husband was unemployed, and (3) the family participated in other public programs designed for the poor. It was observed that program assistants were more successful in enrolling homemakers when varied enrollment techniques were used. (Author/PS)

ED 084 046

RC 007 417

Dayton, Jerome L.

Reasons Why Teachers Leave the Bureau of Indian Affairs Schools on Pine Ridge Reservation.

Pub Date Jul 71

Note—37p.; Master's Project Paper, Northern State College, Aberdeen, South Dakota

Available from—Inter-Library Loan, Northern State College, Aberdeen, South Dakota

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Boarding Schools, Day Schools, *Elementary School Teachers, *Faculty Mobility, Instructional Staff, *Reservations (Indian), *Secondary School Teachers, *Teacher Employment

Identifiers—*Bureau of Indian Affairs Schools, Ogala Sioux

The study investigated why Bureau of Indian Affairs (BIA) teachers leave the Bureau schools on the Pine Ridge Ogala Sioux Reservation in South Dakota. The BIA Aberdeen Area Office was contacted to obtain information on teacher turnover. Records were examined to learn the number of teachers teaching on Pine Ridge Reservation during 1965-67 who are no longer

employed there. Questionnaires filled out by the former teachers (51) revealed that most (57%) resigned because of the administration, isolation, or for personal reasons. The majority of the teachers who left the profession were women, mainly for personal reasons, retirement, health, or marriage. Administration was the reason men listed most often for leaving. The principals of the schools played a decisive part in their satisfaction or dissatisfaction with teaching experiences. Records indicated that approximately 41% of the new teachers, if they complete their first year, do not return for a second year. The teachers ranged in age from 21-75 with an average age of 45. This study showed that more than half of the vacancies were created by the teachers under 30 or over 50. One recommendation for teacher retention was that a realistic picture of living in a small isolated Indian community be presented. (FF)

ED 084 047

RC 007 418

Cain, Janice Sofge

The Path to Occupational Attainment: A Study of Northeast Alabama Youth Four Years After High School.

Pub Date Dec 73

Note—80p.; Master's Thesis, Auburn University, Auburn, Alabama

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Family Environment, *Models, *Occupational Information, Occupational Mobility, *Personal Values, *Rural Youth, Statistical Analysis

Identifiers—Alabama, *Appalachia

The objectives of this study were to develop a model to explain early occupational attainment and to test a particular group of male and female Southern Appalachian youths. A path analytic model was developed to include mother's and father's education, breadwinner's occupation, residence, amount of significant others' influence, occupational aspiration, educational attainment, and occupational attainment. Data were collected from a specially selected sample who had attended one of 17 Northeast Alabama high schools both in 1966 as sophomores and in 1968 as seniors and had responded to questionnaires at both times. A third contact in 1972 measured the attainment of those who were employed. Regression analysis was used to test 87 males and 67 females. Major results were that 38% of the variance for males and 26% for females was explained by the model; that the breadwinner's occupation contributed most heavily for males and occupational aspiration for females; that the model was more applicable to migrant than non-migrant males; and that home environment factors and personal value commitments were important. (Author/PS)

ED 084 048

95

RC 007 419

Ulibarri, John E.

Developing Positive Attitudes Among Ogden City School District Personnel Toward Minorities.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—57p.; Specialist in Educational Administration Thesis, Utah State University, Logan, Utah

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitudes, *Disadvantaged Youth, Inservice Programs, Literature Reviews, *Minority Groups, Negative Attitudes, *School Personnel, *Teacher Attitudes

Identifiers—Ogden City School District

Recent research has proven that teachers' attitudes can be directly related to a child's success or failure in school and that teacher training institutions have resisted providing experiences with disadvantaged minority students. This study was designed to test the following hypotheses: (1) the Title IV in-service training program will have no effect on the attitudes of classified participants; (2) the Title IV in-service training program will have no effect on the attitudes of professional participants; and (3) the Title IV in-service training program will have no effect on classified and professional attitudes as a whole. A sample of 129 employees in the Ogden City School District (4 administrators, 9 principals, 87 teachers, 8 teacher aides, 5 secretaries, 12 lunch workers, 2 maintenance personnel, 1 counselor, and 1 nurse) was taken. A pretest and posttest of the Short Form, Multifactorial Attitude Inventory were used. Data were analyzed by a "t" test for non-correlated measures. The in-service program con-

sisted of 3 125-hour sessions conducted every 6 months between January 1972 and June 1973. Findings indicated that positive attitude modifications in school personnel can be developed through a Title IV in-service training program; however, classified participants as a group did not show significant change. (Author/NQ)

ED 084 049 RC 007 423

Fritsch, Conrad F.

Agricultural Employment and Economic Growth in the Lower Rio Grande Region.

Texas A and M Univ., College Station. Texas Agricultural Experiment Station.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.

Report No—HUD-Tex-P-1024; TAES-5201-R02-1272-20

Pub Date Dec 72

Note—98p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Agricultural Laborers, *Economic Progress, *Employment Trends, Farm Labor, Income, Labor Force, Migrants, *Spanish Speaking, Tables (Data), *Unemployment Insurance

Identifiers—*Lower Rio Grande Valley

Using the basic input-output model developed by the Texas Input-Output Project for a 19 county South Texas Region, income transfer effects from the extension of unemployment insurance to the agricultural sector were derived. Total income transferred would have ranged from \$1.5 million to \$2.3 million depending upon coverage provisions. About one-half of the transfer would have been from outside the region. The average income of the eligible agricultural employee would have been increased by \$311. Employment effects from increasing agricultural output in the Lower Rio Grande Region were estimated. Although high direct total employment effects were obtained for the agricultural production industries, much of the increase was due to expanded seasonal employment. Only the vegetable, citrus, and irrigated crop industry ranked among the top 20 industries in employment generating ability, exclusive of seasonal workers. In addition to unemployment insurance, policy alternatives designed to minimize the adverse economic effects resulting from rapid expansion of seasonal employment were discussed. (Author/NQ)

ED 084 050 RC 007 426

The Division of Indian Education of the Arizona Department of Education to the Bureau of Indian Affairs, 1972-73 Annual Report.

Arizona State Dept. of Public Instruction, Phoenix, Div. of Indian Education.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Phoenix, Ariz.

Pub Date 73

Note—17p.; Related document is ED068259 (1971-72)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Annual Reports, Assessed Valuation, Average Daily Attendance, *Education, Enrollment, *Expenditures, Financial Support, Operating Expenses, Resource Allocations, School District Spending, *Statistical Data

Identifiers—*Arizona, Bureau of Indian Affairs, Johnson O Malley Act

The Division of Indian Education, Arizona Department of Education, distributes Federal funds under the Johnson-O'Malley Act. The funds are provided to Arizona public schools and counties with 3% or more American Indian children to help pay the cost of educating children living on tax-exempt reservation lands. The host school district receives the full per capita cost of education for out-of-district Indian children living in Federal dormitories. During the 1972-73 school year, \$4,790,097.77 was provided to 16 school districts, 1 accommodation school, and 5 counties for administrative and supervisory services for 20,030 students. This report contains the Division of Indian Education's 1972-73 annual report submitted to the Bureau of Indian Affairs. Statistical data is reported for: (1) receipts and expenditures of contract funds; (2) peripheral contract payments; (3) expenditures for state administration; (4) allotment and expenditures by district; (5) enrollment, average daily attendance, and graduates by school; and (6) tax rates and assessed valuation by district. The report also includes summary reports on elementary and high school Indian enrollment of Johnson-O'Malley participants. (NQ)

ED 084 051

Declaration of Barbados.

Report No—IWGIA-1

Pub Date 30 Jan 71

Note—8p.; Paper presented at the Barbados Symposium, South America, January 25-30, 1971

Available from—The Secretariat of IWGIA, Frederiksholms Kanal 4 A, DK 1220

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American Indian Culture, *American Indians, *Anthropology, Civil Rights, Human Development, *Religious Agencies, Self Actualization, Social Discrimination, *Social Responsibility, *State Action

Identifiers—Latin America

Anthropologists participating in the Symposium on Inter-Ethnic Conflict in South America (Barbados, January 1971) analyzed formal reports of tribal situations in several Latin American countries and determined that Indians of America remain dominated by a colonial situation which originated with the conquest and which still persists today. As a consequence, the several States, the religious missions, and social scientists (particularly anthropologists) must assume responsibility for immediate action to halt this aggression and contribute significantly to the process of Indian liberation. Recommendations for State responsibility include guaranteeing the right to remain Indian and recognizing that Indian groups possess rights prior to those of other national constituencies. The responsibility of the religious missions includes overcoming the intrinsic Herodianism of the evangelical process, and assuming a position of true respect for Indian culture. Anthropology must stop its previous practices of scientism, hypocrisy, and opportunism, and commit itself to the struggle for Indian liberation. The document emphasizes that the Indian must be an agent of his own destiny. (KM)

ED 084 052

Fuerst, Rene

Bibliography of the Indigenous Problem and Policy of the Brazilian Amazon Region. (1957-1972).

Report No—AMAZIND-IWGIA-6

Pub Date 72

Note—43p.

Available from—Secretariat of IWGIA, Frederiksholms Kanal 4 A, DK-1220

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Annotated Bibliographies, *Cultural Factors, Economic Factors, Health Services, *Indigenous Personnel, *Policy, Social Structure

Identifiers—*Brazil

Works published during 1957-72 are annotated and presented in this bibliography. Although the bibliography refers to the entire Brazilian Amazon region, most of the publications deal with the southeastern part, the Northern Mato Grosso, Goiás and Southern Para. This is because the indigenous policy and its consequences are still concentrated on that more accessible area of the Brazilian interior. The 27 works cover health services, economic factors, social structures, and cultural factors. Quotations from the publications are presented in both Portuguese and English. (PS)

ED 084 053

Arcand, Bernard

The Urgent Situation of the Cuiva Indians of Colombia.

International Work Group for Indigenous Affairs, Copenhagen (Denmark).

Report No—IWGIA-7

Pub Date 72

Note—28p.

Available from—Secretariat of IWGIA, Frederiksholms Kanal 4 A, DK-1220

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, Anthropology, Area Studies, Bias, Church Workers, Civil Liberties, *Culturally Disadvantaged, Ethnic Studies, *Ethnocentrism, *Humanization, Human Relations Organizations, Land Settlement, Life Style, Social Discrimination, *Sociocultural Patterns

Identifiers—Colombia, *Cuiva Indians

The Cuiva Indians of Colombia are now threatened with cultural and physical extermination at the hands of Colombian cattle herders.

RC 007 427

The Cuiva build no permanent houses and have no permanent settlements. They do not practice agriculture, obtaining their food from hunting and gathering. For more than 4 centuries after their discovery, little has been known about this indigenous population. Until recently the Cuiva have resisted European influence within their territory. Although most settlers in Cuiva territory are recent immigrants, cattle herders first entered the area at the end of the 19th century, and began exterminating the Indians. Settlement has also continually taken away Cuiva hunting areas, greatly depleting food supplies. According to the laws regulating land ownership, it is sufficient for a settler to build a fence around the part of the savannah required for his cattle and to exploit this land for a few years, to acquire legal title to it. The Cuiva see as their most pressing problem at this time the protection of their right to their own land. The solution is to provide the Cuiva with the means to purchase their own land. Professional legal advice from Colombia could be arranged on how the purchase of this land can best be arranged (perhaps by setting up a board of trustees). Also, the Colombian government must be convinced of the urgent need to protect Cuiva territory from new settlers. (FF)

ED 084 054

Varese, Stefano

The Forest Indians in the Present Political Situation of Peru.

International Work Group for Indigenous Affairs, Copenhagen (Denmark).

Report No—IWGIA-8

Pub Date 72

Note—29p.

Available from—Secretariat of IWGIA, Frederiksholms Kanal 4 A, DK-1220

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, Anthropology, *Cross Cultural Studies, Cultural Factors, Demography, Ethnic Relations, *Ethnic Studies, Human Relations Organizations, Land Settlement, *Political Socialization, Sociocultural Patterns, *Socioeconomic Background

Identifiers—*Peru

The article focuses on tribal minorities (American Indians) of the Peruvian tropical forest from the point of view of the political circumstances and the general administrative conditions of the country. In 1968 the revolutionary military government initiated a series of structural reforms which aimed at transforming Peru. This article poses and attempts to answer certain questions which anthropology has generally dealt with on the basis of an analysis of inter-ethnic relations, emphasizing in its methods the aspects of cross-cultural contact, but neglecting the national context and its political factors. It is assumed that the answers to these questions must also be derived from an analysis which recognizes that inter-ethnic relations are also class relations. Therefore, such factors as the socio-economic situation of the native society within the national framework, and its differential access or lack of access to the means of control of political and decision-making power, necessarily enter into the analysis. It is in this perspective that the subject is examined, since an analysis of the micro-situation attains its full significance only insofar as it is linked to the total context. Contents include (1) historical notes; (2) outline of the present situation; (3) geographic distribution of the tribal groups; (4) a tentative diagnosis; and (4) present measures. (FF)

ED 084 055

Dietrich, Kathryn Thomas

Determinants of Family Power Among Low-Income Southern Blacks.

Texas A and M Univ., College Station. Texas Agricultural Experiment Station.

Spons Agency—Department of Agriculture, Washington, D.C.

Report No—TAES-H-2906

Pub Date Mar 73

Note—31p.; Paper presented at the annual meetings of the Southwestern Sociological Association, Dallas, Texas, March 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Economic Factors, *Family Life, *Low Income Groups, *Negroes, Parent Role, *Power Structure, *Rural Areas, Rural Urban Differences, Social Structure, Southern States, Unemployment

The purpose of this study was to examine conjugal decision-making and decision-implementation in nonmetropolitan and metropolitan samples of low-income blacks and to explore variables which may be related to the observed decision-making structures. The nonmetropolitan sample was drawn from 2 rural villages and a small town in East Texas. The metropolitan sample consisted of residents of an economically disadvantaged area of Houston, Texas. The total sample numbered 52 villagers, 207 town and 294 metropolitan black homemakers. All respondents were interviewed by black female adults who had been trained by the researchers in interviewing procedure. Major areas studied included role patterning, composite power configurations, and interaction patterns. The findings suggested that the patriarchal family structure is far from pervasive among low-income black families and that the husband seems to play a much larger role in family decision-making and decision-implementation than expected. (PS)

ED 084 056 RC 007 437

Messing, Simon D., Ed. *And Others*
Rural Africans. Current Research in the Social Sciences - No. 17, Rural Health in Africa.
Michigan State Univ., East Lansing. African Studies Center.
Pub Date 72
Note—131p.

Available from—African Studies Center, Michigan State University, East Lansing, Michigan 48823 (\$2.00).

Document Not Available from EDRS.

Descriptors—Cultural Factors, *Demography, Disease Control, *Diseases, Environment, *Health Needs, *Mental Health, Mobility, Political Influences, Population Growth, Research, *Rural Areas, Socioeconomic Influences, Special Health Problems
Identifiers—*Africa

The document is one in a series devoted to current research in the social sciences, exploring the problems of social and economic development in rural Africa south of the Sahara. Each issue focuses on a specific problem. This document covers rural health in Africa. The 13 papers are divided into 4 sections: (1) cultural, economic, and political factors related to health and disease; (2) dynamics of mobility; (3) ecological and social factors relating to mental health; and (4) rural health in Africa: a selected bibliography. (KM)

ED 084 057 RC 007 438

Stauss, Joseph H., Chadwick, Bruce A.
Urban Indian Adjustment.
National Inst. of Mental Health (DHEW), Bethesda, Md.; National Science Foundation, Washington, D.C.

Report No.—GS-3248; ROI-MH-20479

Pub Date [73]

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Acculturation, *Adjustment (to Environment), Anglo Americans, Employment, Literature Reviews, *Nonreservation American Indians, *Residential Patterns, *Social Adjustment, Socioeconomic Background, *Urban Immigration

Identifiers—*Seattle, Washington

The degree of economic, social, and psychological adjustment of urban American Indians residing in Seattle, Washington was investigated. The assumption that the 3 types of adjustment are highly correlated was assessed and hypotheses relating length of urban residence and "Indianness" (observable actions and physical characteristics) to urban adjustment were also tested. A random sample of 122 Indians and 525 whites who returned a mailed questionnaire during the spring and summer of 1973 were interviewed. The sample was selected from the telephone directory. Adjustment was determined by the individual's income, education, occupation, current employment status, number of friends, membership in social organizations, degree of political activity, number of arrests and legal problems, marital stability, and 4 standardized personality scales. It was discovered that (1) Indians were poorly adjusted economically and only slightly better adjusted socially and psychologically when compared to urban whites; (2) economic, social, and psychological adjustment were not associated; and (3) neither the length of time lived in the city nor "Indianness" were related to adjustment. (Author/NQ)

ED 084 058 32 RC 007 440

Title I ESEA Case Study: The Bilingual Program, Tumacacuri, New Mexico.

Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Report No.—DHEW/OE-72-92

Pub Date 72

Note—23p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HE 5-237-37092, \$0.30)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bilingual Education, Community Involvement, Curriculum Development, English (Second Language), Information Dissemination, Parent Participation, *Program Descriptions, *Program Development, *Program Planning, *Spanish Speaking, Student Needs

Identifiers—New Mexico, Tumacacuri
More than three-fourths of the Nation's school districts receive funds for improving opportunities for educationally deprived children in low-income areas under Title I of the Elementary and Secondary Act. The Division of Compensatory Education, which administers Title I in the U.S. Office of Education, has examined a number of successful projects. These projects can be used as examples for other school districts implementing similar programs. The case studies of these examinations comprise a series which describes what is being done in specific locales and where and in what ways the Title I mission is being accomplished. In this report, the Bilingual Program at Tumacacuri, New Mexico, which has been in effect since September 1969, is examined. The program attempts to improve the educational opportunity and the overall school experience for 162 educationally deprived children by developing both Spanish and English literacy skills, providing bilingual instruction in social studies and cultural enrichment, and developing positive self-image and cultural identity. The program is examined for planning, management, and implementation. The detailed budget for fiscal year 1972 and various components of the testing program completed by fall 1970 and their results are also given. (NQ)

ED 084 059 RC 007 441

Walker, Edward E., Jr.
American Indians of Idaho. Volume 1. Aboriginal Cultures.

Idaho Univ., Moscow.

Pub Date 73

Note—298p.; Anthropological Monographs of the University of Idaho, Number 2

Available from—Idaho Research Foundation, Inc., P.O. Box 3367 University Station, Moscow, Idaho 83843 (\$4.50)

Document Not Available from EDRS.

Descriptors—*American Indians, *Anthropology, Bibliographies, *Cultural Background, *Ethnology, Legends, *Mythology, Religion, Social Stratification, Sociocultural Patterns, Tribes

Identifiers—*Idaho

A general survey of the aboriginal American Indian cultures of Idaho is given in this book. Most of the anthropological and historical writing on the native peoples of this region are summarized. It does not deal with contemporary Indian cultures, which will be described in a second volume along with their history of contact with Euro-Americans. Written from an ethnographic point of view, it is designed for teachers, students, and persons interested in Idaho's native peoples. Six aboriginal cultures are described: the Kutenai, Kalispel, Coeur d'Alene, Nez Perce, Shoshone-Bannock, and Northern Paiute. The book covers (1) the principal natural and cultural areas existing in Idaho about A.D. 1800-1850 and (2) the aboriginal Indian life patterns for subsistence, social organization, and world view as a group and by tribe. The appendices contain selected myths for each of the 6 groups and a glossary of terms used in the text. (NQ)

ED 084 060 RC 007 442

Damron, Rex Engelhardt, Ken
An Educational Model for Planned Intervention in Language Development.

Black Hills State Coll., Spearfish, S. Dak.

Pub Date Jun 71

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American Indian Languages, *American Indians, Case Studies, Disadvantaged Youth, English (Second Language), *Intervention, *Kindergarten Children, *Language Development, Linguistic Performance, *Models, Standardized Tests, Statistical Analysis

A program of planned intervention to facilitate language growth in kindergarten children at Cheyenne Eagle Butte was conducted during the 1970-71 school year. The study sample consisted of the students in 2 kindergarten classes, one considered low and one considered high, as judged by family economic background, Headstart experience, and educational advantage. The low group was the experimental group, while a kindergarten class in another school and the high group were control groups. Two interns in the Teacher Corps Project, both Indians, administered tests to the students. The instruments used were the Peabody Picture Vocabulary Test and the Illinois Test of Psycholinguistic Abilities. The test results were analyzed and individual student profiles were formulated. The program of planned intervention was then implemented, building on the child's strengths while concomitantly remediating his deficits. The major conclusion was that the psycholinguistic method was significantly better at teaching the specified set of skills to the specified set of children and that the usefulness of this model of teaching is a framework for diagnosing and remedying educational deficits of Sioux Indian children. A case study of a child in the experimental group was also presented. (PS)

ED 084 061 RC 007 443

Stoddard, Ellwyn R.
Mexican American Identity - A Multi-Cultural Legacy.

Pub Date 22 Mar 73

Note—65p.; Paper presented at the Southwestern Sociological Association annual meeting, Dallas, Texas, March 22, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activism, *American History, American Indians, Anglo Americans, Civil Rights, *Cultural Differences, *Cultural Pluralism, Ethnology, *Mexican Americans, Mexicans, *Self Concept, Social Discrimination, Social Values, Spanish Americans

Investigating the background of Mexican American identity, the document determined that this identity is a dynamic image emerging from a continuous process of human development in which the genetic and cultural variations from European and indigenous peoples are combined within a complex historical situation. The combination includes: (1) the "1848 (Anglo)" image—a race of conquered people allowed to become U.S. citizens if and when they learn to become WASP middle class Americans; (2) "Spanish" ancestry—an image which identifies with lighter skinned Europeans; (3) "La Raza"—a glorification of the "mestizo"—the racial hybrid of Caucasian and indigenous peoples; (4) "Indian" ancestry—Mexican Americans who wish to throw off the racist stigma of a dark skin and who overtly claim Indian ancestry; (5) "1848 (Mexican)" image—revised from the Anglo version, but accepting the Mexican War period as the beginning of their identity today; (6) "Chicano"—a militant, self-imposed label advocating self-determination and independence from Anglo evaluation; and (7) "Children of Aztlan"—an idealistic orientation within the overall Chicano movement which has attached its identity to pre-Aztec traditions. (KM)

ED 084 062 RC 007 445

Doak, E. Dale
Community Development in Rural Appalachia.

Pub Date 73

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Community Development, *Economic Factors, *Educational Needs, Migration Patterns, Models, *Program Development, *Rural Areas

Identifiers—*Appalachia

An Appalachia Educational Laboratory Expert Opinion Survey ranked the need for changing attitudes within and about Appalachia and the need for educational leadership as the two most important problems to be faced within the next 5 years. In this paper, three situations were described as typical attempts to change the educational scene

in Appalachia. It was noted that a total community development program must be the goal. The concept of community development described in the paper included not only educational development but development of the economic, health, religious, government, agriculture, social, welfare, and business life of the community. A proposed action plan suggested goals of the project, means for goal achievement, and staffing. The plan called for a focused development of all institutions rather than education alone. (PS)

ED 084 063 RC 007 446

O'Fallon, O. K. Doak, E. Dale

College of Education Task Force for Small Schools in Tennessee.

Pub Date 30 Nov 73

Note—15p.; Paper prepared for the Small Schools Invitational Conference, Dickson, Tennessee, November 29-30, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Dropouts, *Educational Change, *Educational Improvement, Expenditures, Financial Support, *Needs, *Rural Areas, *Small Schools

Identifiers—*Tennessee

Small schools have been slow to respond to changing societal needs because (1) of their isolation, geographically and otherwise; (2) their smallness leaves little flexibility to innovate and explore; (3) staffing patterns are aimed at recruitment from within the community; and (4) information and communication is focused on the local rather than on cosmopolitan sources. The purposes of the Task Force for Small Schools in Tennessee are to: (1) identify and create awareness of needs, problems, and priorities of small schools in Tennessee; (2) define and initiate changes in preparing programs for professional education personnel which recognize the needs, problems, and priorities of small schools; (3) develop and implement strategies for in-service improvement of school programs and lay leadership in Tennessee small schools; and (4) generate research related to needs, programs, and processes. Using similar projects as guides, the Task Force's goals are: broader and higher quality academic and vocational curricula; changed instructional organization; and improvement of teaching and administration through in-service education. The educational needs of students and schools in rural settings are discussed. The following are also covered: political climate, student achievement and drop-outs, financial support, an analysis of school districts, and 3 attempted educational changes in rural schools. (NQ)

ED 084 064 RC 007 447

Pratt, Anne Bennett

Use of Counseling in Rural High Schools.

Pub Date Feb 72

Note—13p.; Paper presented at the annual meeting of the Association of Agricultural Workers, Richmond, Virginia, February 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Counseling Programs, *Counselor Performance, Curriculum, *Educational Needs, *High School Students, Occupational Choice, Racial Composition, *Rural Schools, School Size

Identifiers—*Appalachia

The purpose of this study was to provide more understanding of counseling situations in a sample of Alabama high schools. The hypothesis was that the use of counseling services and the student rating of their helpfulness is directly related to the caliber of the counseling provided and the goal orientations and background of the students. The sample consisted of students in the public high schools in 4 counties in Northeast Alabama. Data were collected by a student questionnaire and a questionnaire mailed to each school's principal. A relevant characteristics of the school and counseling programs included school size, student referral system, counselor training, and time commitment. The student questionnaires provided information on sex, curriculum, father's education, and educational and occupational expectations. Major findings included (1) a sizeable number of the students in rural schools are not utilizing counseling services, (2) students in a college preparatory curriculum receive more attention than vocationally-oriented students, and (3) more emphasis is needed on vocational counseling. (PS)

ED 084 065

Meredith, Howard L.

The Native American Factor, with a Photo Essay.

Pub Date 73

Note—104p.; Photo essay by Ed Eckstein

Available from—The Executive Council of the Episcopal Church, 815 Second Avenue, New York, New York 10017 (\$1.50)

Document Not Available from EDRS.

Descriptors—American Indian Languages, *American Indians, Cultural Background, *Cultural Enrichment, Cultural Pluralism, Economics, *Eskimos, History, *Individual Power, Religious Cultural Groups, Reservations (Indian), Self Directed Groups, Socioeconomic Status, *Tribes

The text describes the American Indian and Eskimo of the United States as a people that are no longer prepared to accept an inferior position in their homeland. History shows that the majority of Indian peoples wanted to share not only in the material advances made by modern society but also in the basic European scientific outlook—an outlook couched in a rationalism which seemed to undercut traditional ways of life and thought. Today, education is eagerly sought by the Indian people. Through mismanaged application under Federal control, however, this desire has been perverted into training and indoctrination. Contents include (1) historical policy, (2) spirituality, (4) language, (5) economics, and (6) pluralism. (FF)

ED 084 066

The Chicano Almanac.

Pub Date 73

Note—242p.

Available from—Texas Institute for Educational Development, 311 North Zarzamora, San Antonio, Texas 78207 (\$2.50)

Document Not Available from EDRS.

Descriptors—Academic Achievement, *Community Characteristics, County Officials, *County School Systems, Diseases, Enrollment, Health, Income, Labor Force, *Mexican Americans, *Population Trends, Rural Population, *Statistical Data, Voter Registration

Identifiers—*Texas

In this almanac, general information is given about the 67 Texas counties with the highest Chicano concentrations. The counties are listed alphabetically. Statistical information for each county pertains to business, agriculture, mineral resources, geography, economy, population characteristics, the county seat, most common diseases, workforce, voters, county officials, other towns in the county, education, and county income characteristics. The educational systems in each county are listed by school district. The list includes the official title, address, and telephone of the superintendent's office; average daily attendance; assessed valuation; tax rate; and accreditation status. The information in this almanac was obtained from such sources as: the U.S. Census; Selected Demographic Characteristics from Census Data, Fourth Count; Diseases; Texas State Department of Health; Work Force Estimate for Nonmetropolitan Counties in Texas for April, 1972; Texas Voter Registration Final Reports (Counties) for 1972 and 1973; County Directory (1973-74), Official Publication of the County Judges and Commissioner's Association of Texas; Census of Population—General Social and Economic Characteristics for the State of Texas (1970); and the Public School Directory, 1972-73. (NQ)

ED 084 067

North American Indians; A Comprehensive Annotated Bibliography for the Secondary Teacher.

Arizona State Univ., Tempe. Indian Education Center.

Pub Date Feb 73

Note—126p.

Available from—Mr. George A. Gill, Center for Indian Education, Farmer College of Education, Arizona State University, Tempe, Arizona 85281 (\$2.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*American Indian Culture, *American Indians, *Annotated Bibliographies, Books, Culture, Demography, History, *Literature Reviews, *Secondary School Teachers, Tribes

RC 007 448

Approximately 1,490 books and articles published between 1871-1971 are listed in this annotated bibliography on the North American Indian. The bibliography is primarily for secondary teachers and educators and those who are concerned about securing materials relating to American Indians. (FF)

ED 084 068

Boyd, Virgil A., Comp.

Proceedings: Rural Sociology Section, Association of Southern Agricultural Workers Annual Meeting (Atlanta, Georgia, February 5-7, 1973).

Clemson Univ., S.C. Dept. of Agricultural Economics and Rural Sociology.

Pub Date 7 Feb 73

Note—507p.; For related documents, see RC 007 452-454

EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—*Agricultural Personnel, Community Development, Demography, Environment, Family Life, *Human Resources, *Rural Areas, Rural Youth, Social Change, *Sociology, *Southern States

Papers from the meetings of the Rural Sociology Section of the Association of Southern Agricultural Workers held in Atlanta, Georgia (February 1973) are presented in this volume. Papers are arranged in the order in which they were given. Major topics include demography, human resources, youth, family, community and community development, rural development, environmental issues, social change, and social stratification. Registrants are listed, as are the principal professional personnel involved in the S-44 Adjustment study, the S-61 Mobility study, and the S-79 Institutional Impact study. Officers of the Rural Sociology Section of the Association of Southern Agricultural Workers, officers of the Southern Rural Sociology Research Committee, and State Representatives are also listed. (PS)

ED 084 069

Copeland, E. Leonard Upham, W. Kennedy

Residential Migrations and Aspirations of Black Homemakers: A Comparison of County, Town, and Metropolitan Residents in South Texas.

Texas A and M Univ., College Station. Texas Agricultural Experiment Station.

Spons Agency—Department of Agriculture, Washington, D.C.

Pub Date Feb 73

Note—21p.; Paper presented at the annual meeting of the Southern Agricultural Workers, Atlanta, Georgia, February 5-7, 1973. Related documents are RC 007 451, RC 007 452, RC 007 454

Available from—Not Available Separately; See RC 007 451

Document Not Available from EDRS.

Descriptors—*Aspiration, Demography, Economic Disadvantage, Housewives, *Migration, *Negroes, *Residential Patterns, *Rural Urban Differences, Sociology

Identifiers—*Texas

A study of black migration, examining the aspirations and behavior of homemakers in metropolitan and nonmetropolitan Texas, was made in this report. Data were collected from interviews with 553 homemakers. Factors examined in the analysis included type of residential area, homemaker's age, tenure status of the household, reported place of residence 5 years earlier, type of residential area in which most of the homemaker's life had been spent, and number of residential moves made by the respondent within the previous 5 years. Major findings were that the strongest pattern of preference among the respondents was to live in places within the broad size category in which they were already residing, that the age variable is basic to the analysis of mobility, and that homeowners were less desirous of moving away from their present community than renters were. (PS)

ED 084 070

Taft, Earl A. Jackson, Sheryl R.

Relationships Between Family Disability and Family Interaction Patterns: A Metropolitan-Nonmetropolitan Comparison of Southern Black Families.

Pub Date 7 Feb 73

Note—61p.; Paper presented at the annual meeting of the Southern Agricultural Workers, Atlanta, Georgia, February 5-7, 1973. Related documents are RC 007 451, RC 007 452, RC 007 454

RC 007 451

RC 007 452

RC 007 453

Available from—Not Available Separately; See RC 007 45

Document Not Available from EDRS.

Descriptors—Cultural Factors, *Family Life, *Interaction, *Negroes, Role Perception, *Rural Urban Differences, Sociology, *Southern States

The possibility of a relationship between family disability and interaction patterns was examined in this paper. The projected analysis attempted to answer these questions: (1) What relationship exists between the degree of disability and internal family interaction? (2) Are there any place of residence differentials in internal family interaction by degree of family disability? and (3) Are there any structural type differentials in internal interaction by degree of family disability? Data were collected by interviews with 259 families in a nonmetropolitan and 294 families in a metropolitan area of East Texas. The major findings was that there was no general consistent pattern of relationship between degrees of family disability and interaction for composite interaction or for any of the interaction items. (PS)

ED 084 071

RC 007 454

Sill, Maurice L. And Others

Scale Theory: Heuristic Model for a Baseline Survey and Some Social Indicators in Two Appalachian Neighborhoods—Darnell Road (Huntington) and Lavalette, West Virginia, February 1973.

Pub Date 7 Feb 73

Note—21p.; Paper presented at the annual meetings of the Association of Southern Agricultural Workers, Atlanta, Georgia, February 5-7, 1973. Related documents are RC 007 451-RC007 453

Available from—Not Available Separately; See RC 007 451

Document Not Available from EDRS.

Descriptors—Community Action, *Community Development, Cultural Factors, Ecological Factors, *Models, *Neighborhood, *Rural Areas, *Social Influences, Statistical Analysis

Identifiers—*Appalachia

The need for a Gestalt Theory of neighborhood development was described in this paper. A model based on scale was developed in which small scale represents an isolated Appalachian who depends upon neighbors and kin and large scale represents a person who has developed a large number of relationships so that he is less dependent upon any one of them. In this first effort only gross contrasts between small and large scale were sought. Indicators for ecological, social, and cultural dimensions were used. These were applied to 2 neighborhoods, one small scale and one of a slightly larger scale. It was noted that the differences in scale dimensions tend in the expected directions. A suggestion for further study involved the possibility of longitudinal studies giving more precise program bench marks not only regarding things, but also ideas, persons, and relevant others. (PS)

ED 084 072

RC 007 455

1973 Migrant Education. [North Carolina] State Evaluation Report.

North Carolina State Dept. of Public Instruction, Raleigh, Div. of Compensatory Education.

Pub Date Oct 73

Note—123p.; Related document is ED 068 241

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Achievement, Community Involvement, Enrollment, *Migrant Child Education, *Program Evaluation, *State Programs, *Summer Programs, *Supplementary Education, Tables (Data)

Identifiers—*North Carolina

North Carolina has established programs and projects designed to meet the special educational needs of the children of migratory workers and has coordinated them with similar agencies. The state migrant program's priorities are regular school term and summer projects for interstate and intrastate migrants; staff development activities; a migrant student record transfer system; migrant education center; mobile vocational instructional program; and services for students eligible under the former migratory provision (5-year migrants). During 1973, 6,114 migrant children were served. For the purpose of this evaluation, the state program was divided into regular school term projects, elementary summer projects, secondary summer projects, and state management. Thirty projects provided supplemental instruction and reinforcement (primarily

for elementary children). Only limited supportive services were provided. This 1973 evaluation report contains a summary of these programs and projects, recommendations for improvement of community involvement, and program objectives and effectiveness. Changes in this evaluation, as compared to the 2 previous ones, include: more attention being given to regular school projects and increasing participation of the state staff in all phases of the evaluation. (NQ)

ED 084 073

RC 007 456

Trueba, Henry T.

Bilingual Bicultural Education for Chicanos in the Southwest.

Pub Date 73

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitudes, *Biculturalism, *Bilingual Education, Cultural Background, Educational Philosophy, *Mexican Americans, *Program Attitudes

Identifiers—*Southwest

The United States Office of Education defines bilingual bicultural (b/b) education as the use of 2 languages (one of which is English) in a well-organized program which would include the history and culture associated with the student's native language. In this paper, some Chicano perceptions of Southwestern b/b education are reviewed. Bilingual bicultural education is viewed in the framework of the Chicano's cultural experiences; the different educational philosophies reflected by Chicano educators; and the expectations of Chicano educators. Life histories of 15 Chicano teachers and their relatives and interviews with 40 of the 125 b/b teachers trained in the Mexican American Education Project at California State University (Sacramento) during the last 5 years were used. The topics discussed include: the sociocultural experience of the Chicano; types, scope, and impact of b/b education; the new b/b education program in the planning stage; the legitimacy and acceptability of b/b education; and unresolved problems of b/b education for Chicanos. The views of the teachers who participated in the Mexican American Education Project during 1971-73 are summarized. (NQ)

ED 084 074

RC 007 460

Warren, Dave

Concepts and Significance of Tribal History/Literature Projects.

Institute of American Indian Arts, Santa Fe, N. Mex.

Pub Date 73

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, Changing Attitudes, Community Control, *Cultural Background, Cultural Pluralism, *History, *Projects, Reservations (Indian), Resources, School Community Relationship, Self Concept, Socioeconomic Status, *Tribes, Urbanization

The emphasis of this paper is that American Indian tribal history and literature should be in context with major developments that are taking place nationally. Such movements as urbanism, self-determination, cultural pluralism, tribalism and institutional relationships each have special meaning in the affairs of the Indian communities. It is difficult to predict what the major significance will be of these movements. As Indian communities undergo complex changes (while maintaining a fundamental continuity of culture) in response to the vast array of forces, it becomes more apparent that the Indian community may hold the only expertise for designing an education system that maintains its cultural integrity. The project offers the Indian people the opportunity to organize (including selection and interpretation) materials and other resources they alone possess. (FF)

ED 084 075

88

RC 007 461

Project COMMUNI-LINK: Multi-State Project to Develop Coordinative Rural Community Basic Education Programming. (Second Year Report) September 16, 1971-June 30, 1972.

Colorado State Univ., Ft. Collins. Dept. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education.

Pub Date 30 Jun 72

Grant—OEG-0-71-4468(324)

Note—57p.; Related document is ED 072 887

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education, *Communication (Thought Transfer), *Community Resources, Community Study, Economic Factors, Educational Opportunities, Human Resources, Needs, Program Design, *Rural Areas, *Workshops

The report covered the operation of Project Communi-Link (PC-L) during its second year of activity, September 16-June 30, 1972. The fundamental purpose of PC-L was to assist selected rural communities to improve the social and economic well-being of rural adults through expanded, more comprehensive basic educational opportunities and related programs, and to more effectively mobilize and utilize existing and potential community resources when identifying and fulfilling complex adult needs and wants. Effort was also initiated in several states toward the ultimate goal of a state-level interorganizational linkage system which could provide an integrated response and delivery system to community integrative programming actions in pilot areas and throughout the state. Four means for achieving this were given, such as the continuing provision for consultative services by Colorado State University Project Community Services Coordinators. Essential outcomes for the second year of PC-L operation were assessed on a community-by-community basis in 26 communities and 14 states. General conclusions drawn from the first 2 years of project operations revealed that the rationale, design, and basic operations were effective. (FF)

ED 084 076

RC 007 462

Wilcox, Leslie D. And Others

Social and Economic Indicators of Rural Development from a Sociological Viewpoint. A Suggested Empirical Approach.

Iowa Agricultural and Home Economics Experiment Station, Ames.

Spons Agency—Department of Agriculture, Washington, D.C.

Report No.—AHEES-J-7032

Pub Date Feb 72

Note—29p.; Paper presented at the Association of Southern Agricultural Workers Conference, Richmond, Virginia, February 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Attitudes, Demography, *Economic Factors, Human Resources, *Models, *Needs, Population Trends, *Rural Development, Social Change, *Social Factors

An empirical approach to the development of a system of social indicators was suggested in this paper. The paper also suggested research developed around a more inductive approach to social indicator research with 3 methodological phases representing increasing levels of methodological sophistication. The first steps attempted to conceptualize social indicators that reflect the human meaning of societal change and development by examination of the life experience of nonmetropolitan people. Second, attempts were made to work inductively toward the macro-level, by combining these empirical indicators into more abstract indicators that provide multidimensional profiles of individuals and subgroups. Third, attempts were made to develop relational models of community systems and to draw causal inferences by the use of controlled indicators designed to measure the social effects of major demographic changes as one strategic force in social change. (Author/PS)

ED 084 077

RC 007 464

Snell, Dwayne E.

A Comparative Study of a Selected Indian Student Population with the Norming Population on Two I. T. P. A. Subtests.

Pub Date Aug 70

Note—47p.; Master's Project Paper, Northern State College, Aberdeen, South Dakota

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American Indian Languages, *American Indians, Anglo Americans, *Comparative Analysis, *Elementary School Teachers, English, Language Skills, *Norm Referenced Tests, *Psycholinguistics, Testing

Identifiers—Illinois Test of Psycho Linguistics Abilities, ITPA, *Sioux Indians

A comparative study between the Sioux children in this study and the white middle-class children used in standardizing the Illinois Test of Psycho-linguistic Abilities (ITPA) may reveal areas of distinctive differences between the 2 populations in specific language use. The 59

selected Indian children were from the Fort Thompson school, were between the ages of 5-9, and in grades K-3. The findings indicated that the overall performance of this Indian group missed the norming population by only 11-12 percent. There was evidence that many Indian students are top performers in vocabulary and associative word meanings. It appeared the ITPA can be a valid diagnostic instrument for Sioux Indian students, if it is understood that the scores may be skewed slightly toward the low end of achievement. Three major recommendations are (1) further studies using the entire ITPA with Indian students are warranted and necessary for more accurate comparisons with the norming population; (2) the ITPA should be used for diagnosis of psycholinguistic abilities; and (3) the ITPA could be best used for determining individual strengths and weaknesses within a battery of tests. (FF)

SE

ED 084 078 SE 014 646

Andriette, William Rudolf

Differences in Retention Between Populations of Seventh Grade Science Students Taught By Two Methods of Instruction: Small Group Laboratory and Teacher Demonstration.

Pub Date 70

Note—133p.; Ph.D. Dissertation, Syracuse University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 70-24,062 MF-\$4.00, Xerography-\$6.40)

Document Not Available from EDRS.

Descriptors—*Cognitive Development, Doctoral Theses, Educational Research, *Instruction, *Junior High School Students, Learning Processes, Science Education, Secondary School Science, *Teaching Methods

Identifiers—Research Reports

Reported is a study to examine the effects of instructional procedures on acquisition and retention of cognitive learnings. Two methods were compared: (1) teacher demonstration (students observed all science activities) and (2) student laboratory (individually or in small groups, helped plan and then carried out science activities). The Taxonomy of Educational Objectives: Cognitive Domain was used as the basis for developing the measuring technique used with 133 above average seventh grade general science students. The results of the Otis Quick Scoring Mental Ability Test: New Edition—Beta Test Form FM were obtained. Pretests were administered and unannounced retests were administered ten weeks after the end of the units. Data were treated by means of analysis of covariance after a significant difference appeared in pretest scores. A comparison was made of the percentage of knowledge learnings retained and of comprehension learnings retained after ten weeks. Comprehension learnings were significantly greater for the teacher demonstration group. No significant differences between methods were found in the given unit on light. The percentage of comprehension learning retained was found to be significantly greater than the knowledge learning retained. It was concluded that there was no gain in terms of knowledge and comprehension learning. (Author/EB)

ED 084 079 SE 014 651

Kline, Arlyn Arthur

A Study of the Relationship Between Self-Directed and Teacher-Directed Eighth-Grade Students Involved in an Open-Ended ESCP Laboratory Block.

Pub Date 70

Note—220p.; Ed.D. Dissertation, University of Colorado

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 70-23,728 MF-\$4.00, Xerography-\$9.90)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Educational Research, *Individualized Instruction, *Junior High School Students, Learning Activities, *Science Course Improvement Project, Secondary School Science, *Student Centered Curriculum, Teaching Procedures

Identifiers—Earth Science Curriculum Project, ESCP, Research Reports

Reported is a study to ascertain whether or not the open-ended laboratory activities in the Earth Science Curriculum Project (ESCP) program could be learned as effectively by self-directed students and to ascertain students' attitudes and interest toward learning science through a laboratory-block discovery approach. Ninety-seven junior high students enrolled in the ESCP program were involved, randomly assigned to either a control or experimental group and then subdivided into two four-week sessions for scheduling purposes. The 48 students in the control group were teacher-directed and the block was taught from an inquiry approach, utilizing 255 minutes of formal classroom instruction. The 49 experimental group students completed the block as a self-directed independent project. These students had the same time allotment. Large-Thordike IQ scores, posttest scores, an attitude inventory, and student questions comprised the data collected. Analysis of data showed no significant difference on cognitive domain between the two groups. There was no significant difference shown in achievement as measured by the posttest nor in the interest shown toward the lab block. Ninety-six percent of all the students did state a high interest in working with lab block materials. There were no differences between the degree of insightfulness of questions asked by teacher-directed students and self-directed students. (Author/EB)

ED 084 080 SE 014 682

Sheppard, Kenneth Edgar, Jr.

A Study of the Development of an Understanding of Science in Two Junior High School Science Courses.

Pub Date 69

Note—75p.; Ed.D. Dissertation, Oklahoma State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 70-21,477 MF-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Earth Science, Educational Research, *Inquiry Training, Junior High School Students, Science Course Improvement Project, Science Education, Scientific Enterprise, *Secondary School Science

Identifiers—*Earth Science Curriculum Project, ESCP, Research Reports

This study was concerned with junior high school students' understanding of the scientific enterprise, the methods and aims of science, and of scientists. A comparison was made between the use of the Earth Science Curriculum Project (ESCP) and the traditional general science course approach. The ESCP sample was taught by teachers trained in the methods and philosophy of the investigative approach while the other group had teachers who expressed the philosophy of a traditional approach. A posttest only was used. Both groups were given the "Test on Understanding Science" (TOUS) Form W. A t-test was used to test the differences between mean scores for all three areas tested. Results indicated that the two methods of teaching produced significant differences in all areas of student understanding, with those in ESCP receiving higher mean scores in all areas. (Author/EB)

ED 084 081 SE 014 889

Geomorphology, Science (Experimental): 5343.09.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—17p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Earth Science, *Instruction, Objectives, Science Education, *Secondary School Science, Seismology, Student Projects, *Teaching Guides, Units of Study (Subject Fields)

Identifiers—*Quinmester Program

Performance objectives are stated for this secondary school instructional unit concerned with aspects of earth science with emphases on the internal and external forces that bring about changes in the earth's crust. Lists of films and state-adopted and other texts are presented. Included are a course outline summarizing the unit content; numerous suggestions for experiments, demonstrations, and activities in laboratory and field; and lists of possible individual projects and

discussion questions. A master sheet showing the relationship of each suggested activity to the objectives of the unit is appended in this booklet. (CC)

ED 084 082 SE 014 891

Introduction to Stretching Machines, Mathematics

(Experimental): 5211.08.

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—24p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, *Curriculum, Instruction, Low Achievers, Mathematics Education, *Number Concepts, *Objectives, *Secondary School Mathematics, *Teaching Guides

Identifiers—Equations, *Quinmester Program

Performance objectives are stated for this secondary school instructional unit concerned with introduction to the stretcher and shrinker approach, solution of simple equations, factoring composite numbers into primes, definition of prime numbers, and communication skills with computational concepts. The course of study is intended for students having competence in the basic computational skills with whole numbers. Comments are presented concerning teaching of the course. Included are a time schedule for instruction of stretching machines; an outline of the topics and objectives included in the course content; suggestions for administration of pre- and posttests; and lists of classroom supplies, teaching aids, and state-adopted and other texts for enrichment and practice purposes. (CC)

ED 084 083 SE 014 896

Mary, Charlotta B. Feuer, Jerold

Physical Chemistry, Science (Experimental):

5318.60.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—14p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Chemistry, *Instruction, Laboratory Experiments, *Objectives, Science Education, Secondary School Science, *Teaching Guides, Thermodynamics, Units of Study (Subject Fields)

Identifiers—*Quinmester Program

Performance objectives are stated for this secondary school instructional unit concerned with aspects of physical chemistry, involving the physical properties of matter, and laws and theories regarding chemical interaction. Lists of films and state-adopted and other texts are presented. Included are enrollment guidelines; an outline summarizing the unit content; a list of discussion questions; and numerous suggestions for experiments, demonstrations, field trips, and reading assignments. A master sheet showing the relationship of each suggested activity to the objectives of the unit is appended in this booklet. (CC)

ED 084 084 SE 015 019

Teates, Thomas Gilbert

A Comparison of the Performance of ISCS and Non-ISCS Ninth-Grade Science Students on Several Piaget-Type Tasks.

Pub Date 70

Note—105p.; Ph.D. Dissertation, The Florida State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-7113 MF-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Cognitive Development, Conservation (Concept), Doctoral Theses, Educational Research, *Learning Theories, *Science Course Improvement Project, *Secondary School Science

Identifiers—*Intermediate Science Curriculum Study, ISCS, Piaget, Research Reports

Reported is a study to determine whether 249 ninth-grade students completing the third year of the Intermediate Science Curriculum Study (ISCS) instructional sequence performed differently on 19 conservation tasks than did 239 non-ISCS ninth-grade students. The tasks were presented via 35-mm color slides and a tape-recorded protocol. Students in both groups were classified as high, medium, or low ability on the basis of their performance on standard mental ability or educational development tests. A stu-

dent was considered to be a conservor if he selected the correct response for all of the tasks in the test relative to a given type of conservation. Data were analyzed using analysis of variance and scalogram analysis. There was no significant difference at the .05 level of significance in the performance of ISCS and non-ISCS students on the task tests and there was no significant interaction between treatment and ability level. There was a difference at the .05 level in the performance of students of different ability levels. (Author/EB)

ED 084 085 SE 015 024

Morris, Victor Doyle

An Analysis of Changes in Associative Responses to Selected Science Concept Words by Seventh-Grade Pupils During Study in a Modern Science Curriculum.

Pub Date 70

Note—109p.; Ph.D. Dissertation, The Florida State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-7075 MF-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Concept Teaching, *Doctoral Theses, *Educational Research, *General Science, *Instruction, *Learning Processes, *Science Course Improvement Project, *Science Education, *Secondary School Science

Identifiers—*Intermediate Science Curriculum Study, ISCS, Research Reports

Reported is a preliminary effort at the development of a lesson-writing paradigm. Changes in the verbal behavior of seventh-grade pupils during their study of the first eight chapters of Volume 1 of the Intermediate Science Curriculum Study (ISCS, 1968) were related to the frequency of occurrence of the concept words in the instructional material. The information was to be used by curriculum writers in selecting, sequencing, and repeating essential verbal interrelations among the concept words in order to facilitate the acquisition of those concepts by pupils. Eight concept words were selected on the word association test. All pupils were given this test as both a pre- and posttest. An achievement posttest composed of items selected from ISCS was administered. Relatedness coefficients (RC) between stimulus word-pairs were calculated using the Garskoff-Houston method (1963). The posttest RC means were significantly higher than the pretest RC means (p less than .0001) indicating that the concept words were more interrelated after study than before. No linear relationship was found between posttest achievement and either the total number of responses or the number of stimulus words as responses on the word association pretest. The change in associative meaning of the concept words was shown by inspection of the differences between pretest and posttest response hierarchies. (Author/EB)

ED 084 086 SE 015 027

Charles, Edward

An Investigation of the Use of Cloze Tests to Compare Gain Scores of Students in Science Who Have Used Individualized Science Materials and Those Who Have Used Traditional Textbook Materials.

Pub Date 70

Note—89p.; Ed.D. Dissertation, Lehigh University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-10,501 MF-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, *Course Evaluation, *Doctoral Theses, *Educational Research, *Elementary School Science, *Individualized Instruction, *Instructional Improvement, *Science Education, *Science Programs

Identifiers—Research Reports

Reported is a study to determine if cloze tests are sensitive to gain measurement using two different approaches to science instruction. A secondary purpose was to determine what relationships existed among the scores of 300 fifth-grade students (150 boys, 150 girls), randomly selected from a population of 520 fifth-grade students in Warminster, Pennsylvania. The instructional program covered three weeks and included 160 minutes per week for both groups. Control

group teachers taught traditionally using a basic science textbook. Experimental group teachers used individualized science activities developed by a Bethlehem Area School District ESEA Title III program, Keys for Interdisciplinary Tutorial Study. A two factor analysis of variance was used to determine differences between gain scores made by pupils of both groups. The relationships among general reading ability, science ability and gain scores on cloze tests were determined by the Pearson Product Moment coefficient of correlation. Conclusions drawn included: (1) the cloze test instruments were sensitive to gain measurement; and (2) individualized approach to science instruction was not superior to the traditional science textbook approach in terms of cloze test gain scores. (Author/EB)

ED 084 087 SE 015 112

Champagne, Audrey Ann Briggs

An Investigation of the Effectiveness of Visual-Motor Experiences in the Development of the Ability to Conserve Mass.

Pub Date 70

Note—123p.; Ph.D. Dissertation, University of Pittsburgh

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-16,182 MF-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Conservation (Concept), *Doctoral Theses, *Educational Research, *Elementary School Science, *Instruction, *Learning Activities, *Learning Processes, *Visual Learning

Identifiers—Piaget, Research Reports

Based on the work of Bruner, Piaget and others that indicates that the child's attention to misleading visual clues is an important factor in his lack of ability to conserve, this study is an attempt to demonstrate the effects of instruction in drawing two-dimensional figures on the ability of children (22 kindergarten children from middle class socio-economic setting) to conserve mass. The Design Board Program, based on the theory that sensory-motor activity is important in cognitive development, was used. It provides the child with opportunities to perform physical actions on geometric shapes in the context of a concrete coordinate system. The main study used a modified form of the rank outcome experimental design described by Revusky. The results of the study, while not statistically significant, did indicate that Design Board instruction had an effect on some children's conserving behavior. A high positive correlation between children's ability to draw plane geometric figures and their ability to conserve mass was shown to exist. The results of the study were said to be consistent with Piagetian theory. (Author/EB)

ED 084 088 SE 015 113

Cole, Magnus Jonathan Athanasius

Interest-Initiated Teaching of Science at the Junior Secondary Level in Sierra Leone.

Pub Date 70

Note—343p.; Ph.D. Dissertation, University of Illinois at Urbana-Champaign

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-14,706 MF-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Curriculum Development, *Doctoral Theses, *Educational Research, *Instruction, *International Education, *Junior High School Students, *Problem Solving, *Science Education, *Secondary School Science

Identifiers—Africa, Research Reports

This study was an attempt to analyze some of the problems involved in science teaching at the junior high level in Sierra Leone. Problems specific to introducing an effective science curriculum were analyzed. A problem-solving approach applied to interest-initiated learning was suggested as the means to emphasize problem recognition as an integral part of the process of problem solving. Since the science curriculum at the elementary level in Sierra Leone was already established, the author points out that special attention should be given to reorganize science programs at the secondary level to accommodate graduates from the elementary school. At the junior secondary level, an interest-initiated problem-solving method is anticipated to allow the active, inquisitive and creative adolescent to assert his individuality in classroom work and to

relate such activities to his immediate environment. Special units of learning relevant to the child's environment were produced to increase intellectual development and a deeper understanding of science. (Author/EB)

ED 084 089 SE 015 132

Harty, Harold

The Consultant and the Implementation of a Process-Oriented Curriculum.

Pub Date 72

Note—261p.; Ph.D. Dissertation, Syracuse University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-20,337 Microfilm-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Curriculum, *Discovery Processes, *Doctoral Theses, *Educational Research, *Instruction, *Learning Processes, *Science Consultants, *Science Education, *Science Teachers, *Teacher Administrator Relationship, *Teacher Behavior

Identifiers—Research Reports

Reported is an investigation of the perceived importance and perceived-presence of consultant activities via teachers, principals, and consultants. The selected consultant behaviors focused on classroom interactions with teachers and children. Three groups of educators were selected: 65 teachers who had implemented the process-oriented curriculum; 40 principals who had experienced activities relevant to the program; and 40 consultants who had served as external consultants for the curriculum for at least one year. To measure verbal behaviors of teachers and pupils, and Flanders System of Interaction Analysis was modified by adding two categories. Three groups of teachers (K-2) were selected: Eight were teaching the process-promoting curriculum for the first time and received services of a consultant; ten were teaching the program for the first time and received no consultant help; and ten were not teaching the curriculum and did not receive the services of a consultant. Data showed more teacher praise, less teacher lecture, more silence or confusion, and more indirect teaching behavior in the first two Settings than in Setting Three; there was more teacher praise, less teacher lecture, less pupil-initiated talk, less indirect motivation and control in Setting Two than in Setting Three. (Author/EB)

ED 084 090 SE 015 134

Ball, Daniel Wayne Sayre, Steven Athol

Relationships Between Student Piagetian Cognitive Development and Achievement in Science.

Pub Date 72

Note—162p.; Ed.D. Dissertation, University of Northern Colorado

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-23,794 Microfilm-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Cognitive Development, *Cognitive Measurement, *Doctoral Theses, *Educational Research, *Junior High School Students, *Learning, *Science Education, *Secondary School Science, *Student Ability

Identifiers—Research Reports

Reported is a study of the relationships between scholastic grades of 419 junior and senior high school students and their ability to perform formal operational tasks. A Piagetian Task Instrument (PTI) was constructed to assess the formal thinking ability of the students. Face validity of the instrument was obtained after a literature review. Interviewer reliability for the instrument was established during a pilot study. Interviewers (four) were specially trained for administration and evaluation of student performance on the PTI, who then administered the instrument to 419 students. Data included fall semester grades, intelligence quotients (IQ), age, sex, and performance on the PTI. It was found that there was a significant relationship between scholastic success of eighth-, ninth-, tenth- (biology), and eleventh- (chemistry) grade students and their performance on the PTI. A significant relationship was found between IQ scores and performance on the PTI. Junior high school science students showed a 0.28 correlation coefficient; senior high school students a 0.51 correlation coefficient. IQ scores and PTI performance were related but not equivalent. Determination of IQ

scores was based on correct or incorrect responses. PTI performance was based on assessment of how individuals attempted the solution of a problem. No significant relationship was found between sex of student and performance on the PTI. (Author/EB)

ED 084 091

SE 015 138

Hackett, Jay K.

An Investigation of the Correlation Between Teacher Observed and Student Self-Reported Affective Behavior Toward Science.

Pub Date 72

Note—99p.; Ed.D. Dissertation, University of Northern Colorado

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-23,805 Microfilm-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Educational Research, Junior High School Students, *Learning Processes, *Scientific Attitudes, Secondary School Science, Student Attitudes, *Student Behavior, *Teacher Behavior

Identifiers—Research Reports

Reported is a study to examine whether teachers are able to perceive accurately the way students feel about science. The study investigated the relationships between the teachers' observations and the students' own reported feelings about their interest, appreciation, attitude and values as related toward science. Two affective-domain instruments were designed from the behavioral objectives: (1) the Observed Affective Behavior Checklist (OABC), containing examples of general affective behaviors commonly displayed by students; and (2) the Affective Self-Report Instrument (ASRI), a Likert-type scale containing the same behaviors as those on the OABC. Six hundred forty-seven eighth-grade students and their thirty science teachers participated in the study. Mean parameter scores and total scores from both instruments were correlated for boys, girls, and total sample using Pearson Product Moment Coefficients. Possible significant differences between correlations for city and rural sub-groups were checked using Fisher's Z-transformation. Conclusions based upon interpretation of the research data include: (1) Teachers demonstrated some proficiency in detecting the covert affective behaviors held toward science; (2) Students overtly displayed covert behaviors toward science; (3) Moderate significant correlations between observed and self-reported affective behavior indicated students can evaluate their affective achievement; and (4) Valid and reliable evaluation instruments can be developed for this type of measurement. (EB)

ED 084 092

SE 015 429

Morgenthau, Hans J.

Science: Servant or Master?

Pub Date 72

Note—155p.

Available from—W. W. Norton & Company, 55 Fifth Avenue, New York, New York 10003 (\$6.95)

Document Not Available from EDRS.

Descriptors—*Futures (of Society), Governmental Structure, *Humanities, Philosophy, *Politics, Scientific Enterprise, Social Sciences, *Technological Advancement, *World Problems

In this tenth book of a series entitled "Perspectives in Humanism," analyses are included concerning the meaning of science for modern man and its effects on contemporary politics. Natural, social, and humanistic sciences are discussed in connection with religion, philosophy, and politics to indicate the importance of the scholar who fulfills the mission of science and also the mission of man. Domestic political scenes are analyzed to illustrate three effects of scientific developments in the present technological age. Power shifts are manifested from the people to the government and from democratically responsible officials to technological elites within the government. Popular participation in and control over governmental affairs decrease drastically. Problems of war and peace in international relations are major concerns in discussing the future of man. Pervasive flaws in Kahn's arguments are presented. The author concludes that a radical transformation of the nature of man is needed for all mankind under such potentialities of the technological age. Man's change in modes of thought and action in

the light of novel conditions is the only way to use the technology for the good of humanity rather than for its destruction. (CC)

ED 084 093

SE 015 598

Teich, Albert H. And Others

Environmental Research Laboratories in the

Federal Government: An Inventory, Volume I.

Syracuse Univ. Research Corp., N.Y. Policy Inst.

Report No.—NSF-GI-35

Pub Date Sep 71

Note—366p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-209-751, PC-\$6.00 MF-\$0.95)

Document Not Available from EDRS.

Descriptors—Budgets, *Environment, Facilities, Federal Government, *Laboratories, *Program Descriptions, *Research, *Research and Development Centers

The report presents a detailed description of the structure, capabilities, and current research activities of virtually all Federal Government R and D Laboratories engaged in environmental studies. Information shown for each of the approximately 170 laboratories includes: name, agency, location, mailing address and telephone number, director, type of installation, mission or main function, extent of environmental research, budget (for past five years, if available), unusual equipment or facilities, number of reports and publications, list of meetings and symposia hosted, list of training programs hosted, floor-space, laboratory history, organization chart, personnel (totals and breakdowns by field, grade, degree, age, etc.), description of physical plant, future plans, and detailed descriptions of major current environmental research programs. The report contains the inventory from USDA/ARS through DOD/USAF. Volume II is SE 015 599. (Author/RH)

ED 084 094

SE 015 599

Teich, Albert H. And Others

Environmental Research Laboratories in the

Federal Government: An Inventory, Volume II.

Syracuse Univ. Research Corp., N.Y. Policy Inst.

Report No.—NSF-GI-35

Pub Date Sep 71

Note—508p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-209-752, PC-\$6.00 MF-\$0.95)

Document Not Available from EDRS.

Descriptors—Budgets, *Environment, Facilities, Federal Government, *Laboratories, *Program Descriptions, *Research, *Research and Development Centers

The report concludes an inventory listing of the structure, capabilities, and current research facilities of virtually all Federal Government R and D laboratories engaged in environmental studies. The inventory from DOD/USA through DOT/USCG is presented. Volume I is SE 015 598. (Author/RH)

ED 084 095

SE 015 600

Nuttonson, M. Y.

AICE Survey of USSR Air Pollution Literature,

Volume 12: Technical Papers from the Lenin-

grad International Symposium on the

Meteorological Aspects of Atmospheric Pollution, Part I.

American Inst. of Crop Ecology, Silver Spring,

Md.

Report No.—AICE-AIR-72-12

Pub Date Jan 72

Note—139p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-210-381, PC-\$3.00 MF-\$0.95)

Document Not Available from EDRS.

Descriptors—*Air Pollution Control, *Measurement Techniques, *Meteorology, *Pollution, *Prediction, *Research

Twelve papers dealing with the meteorological aspects of air pollution were translated. These papers were initially presented at an international symposium held in Leningrad during July 1968. The papers are: Status and prospective development of meteorological studies of atmospheric pollution, Effect of the stability of the atmosphere on the dissemination of gaseous pollutants, Method of determination of average impurity concentration near an electric power plant by means of an electronic computer, Methods of calculation of the surface concentration of a gaseous

impurity discharged from an elevated source, Results of experimental study of smoke plumes from thermal power plants, Atmospheric diffusion and structure of the air flow about a nonuniform underlying surface, Procedure for calculating the pollution of the atmosphere with discharges of industrial plants and thermal power plants, Statistical forecasting average atmospheric pollution, Method of calculating the degree of atmospheric pollution, On the determination of diffusion parameters for actual locations, Turbulence in the lower 500 M layer and diffusion of impurities, and Atmospheric turbulence at small heights. (Author/RH)

ED 084 096

SE 015 602

Nuttonson, M. Y.

AICE Survey of USSR Air Pollution Literature,

Volume 14: Technical Papers from the Lenin-

grad International Symposium on the

Meteorological Aspects of Atmospheric Pollution, Part 3.

American Inst. of Crop Ecology, Silver Spring,

Md.

Report No.—AICE-AIR-72-14

Pub Date May 72

Note—134p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-209-945, PC-\$3.00 MF-\$0.95)

Document Not Available from EDRS.

Descriptors—*Air Pollution Control, *Measurement Techniques, *Meteorology, *Pollution, *Prediction, *Research

Fifteen papers were translated: On the removal of impurities from the atmosphere by clouds and precipitation; Some aspects of the adoption of automatic methods of determining atmospheric pollutants; Recording of sulfur dioxide content at the outskirts of a city. Comparison of measurement results for a valley and an elevation; Theoretical and Experimental study of the aspiration coefficient of aerosols; Mechanism of photochemical pollution of the urban atmosphere; Procedure for determining the content of trace elements in precipitated water; Content of heavy metals in the air of certain regions of the USSR; On the design of a measuring network for air pollution in the German Democratic Republic; Content of photooxidants in urban air; Study of air pollution and atmospheric precipitation resulting from artificial modification of clouds; Microclimate characteristics and hygienic evaluation of the relative emplacement of industrial and residential complexes in the regions of Siberia; Numerical characteristics of meteorological conditions associated with periods of heavy atmospheric pollution in western Siberia; Experience in simulating the propagation of noxious substances in the surface atmospheric layer over plant sites and surrounding grounds; Special cases of vertical currents; and Synoptic conditions of formation of a very stable atmospheric boundary layer. (Author/RH)

ED 084 097

SE 015 603

Nuttonson, M. Y.

AICE Survey of USSR Air Pollution Literature,

Volume 15: A Third Compilation of Technical

Reports on the Biological Effects and the Public

Health Aspects of Atmospheric Pollutants.

American Inst. of Crop Ecology, Silver Spring,

Md.

Report No.—AICE-AIR-72-15

Pub Date Jul 72

Note—154p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-211-074, PC-\$3.00 MF-\$0.95)

Document Not Available from EDRS.

Descriptors—*Air Pollution Control, *Measurement Techniques, *Meteorology, *Pollution, *Prediction, *Research

Ten papers were translated: Maximum permissible concentrations of noxious substances in the atmospheric air of populated areas; Some aspects of the biological effect of microconcentrations of two chloroisocyanates; The toxicology of low concentrations of aromatic hydrocarbons; Chronic action of low concentrations of acrolein in air on the organism; Study of the reflex and resorptive effects of thiophene; Sanitary-toxicological appraisal of the combined effect of a mixture of benzene and acetophenone vapors in atmospheric air; Maximum permissible concentrations of phenol and acetophenone present together in atmospheric air; Sanitary evaluation

of the combined action of acetone and phenol in atmospheric air; On the combined effect of low concentrations of acetone and acetophenone in air on the organism of man and animals; and On the comparative toxicity of benzene, toluene, and xylene. (Author/RH)

ED 084 098 SE 015 617

Bartok, William And Others
Systematic Field Study of NO(x) Emission Control Methods for Utility Boilers.

ESSO Research and Engineering Co., Linden, N.J. Government Research Lab.
Report No.—APTD-1163; GRU4GNOS71
Pub Date Dec 71
Note—229p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-210-739, PC-\$3.00 MF-\$0.95)

Document Not Available from EDRS.

Descriptors—*Air Pollution Control, *Pollution, Research
Identifiers—Emissions, Nitrogen Oxides, *Utility Boilers

A utility boiler field test program was conducted. The objectives were to determine new or improved NO (x) emission factors by fossil fuel type and boiler design, and to assess the scope of applicability of combustion modification techniques for controlling NO (x) emissions from such installations. A statistically designed test program was conducted with the cooperation of utility owner-operators. The objective was to make the boilers selected a reasonable 'micro-sample' of the U.S. boiler population. The NO₂ portion of the total NO (x) content in the flue gas was found to average five percent or less. Major combustion operating parameters investigated included the variation of boiler load, or 'biased firing', flue gas recirculation, burner tilt, and air preheat temperature. Modification of combustion operating conditions offers good promise for the reduction of NO (x) emissions from utility boilers. (Author/RH)

ED 084 099 SE 015 813

Braham, Mark
The Grounding of the Technologist.

Pub Date 73
Note—18p.; Paper presented at the International Conference on Educational Technology (Falmer, Brighton, England, April 1973)

Available from—ERIC/SMEAC, 400 Lincoln Tower, Ohio State University, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—Course Descriptions, *Curriculum Development, Curriculum Planning, *Educational Objectives, *Educational Technology, Graduate Study, Instructional Media, *Integrated Activities, *Systems Approach

In this revised paper, analyses are made concerning the rationale for initiating the training of educational technologists. Self- and social-optimization is described as a tendency in the development of man's individual and social life. Education is referred to as an agency, not only in the development of life, but also in the continuity of evolution at the human phase. While technology is concerned with the use of the acts, objects, and processes in the environment, an integration of technology and education is the best way to create effective teaching strategies for bringing about optimization of different individuals with individual differences. The author concludes that educational technologists should be trained to understand comprehensive educational theories grounded both in a logically and empirically justifiable concept of man and in technological methods and systems. Courses designed in this connection should include work in such topics as philosophy in education, educators' responsibilities, effects of educational activities, bio-psychosocial evolution in man's education, systems theory, and functions of the educational technology. Included is a list of graduate course requirements in educational technology. (CC)

ED 084 100 SE 015 916

Hibbard, Mike
The Relationship Between Concept Attainment and Verbal Predictive Ability for Primary Grade Children.

Pub Date Mar 73
Note—9p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (46th, Detroit, Michigan, March 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Audiovisual Instruction, Cloze Procedure, Concept Formation, Educational Research, Elementary School Science, *Instruction, *Science Education, *Student Ability, *Tutorial Programs

Identifiers—Research Reports

Because poor "reading ability" is very often a primary obstacle in the learning process, an attempt was made to determine if the first grade child develops some knowledge structure by means other than reading. Instruction in each of six first grade classrooms was in the form of 18 audio-tutorial lessons, each taped to last about 15 minutes and involving the child with worksheets and many manipulative materials in which no reading was required. The "cloze procedure" technique was used as a means for measuring readability of both general and specific comprehension of textual materials used. The science concept test was scored by judging each of the child's verbal answers as correct or incorrect. The sight recognition test was scored by counting the number of words said correctly. The Spearman rank correlation coefficient was used for correlations made. High correlations were found between degree of concept attainment and verbal predictive ability in those concepts. Low correlations were noticed between reading ability and degree of concept attainment or verbal predictive ability. (EB)

ED 084 101 SE 015 923

Science Books: A Quarterly Review, Volume 8, Number 4.

American Association for the Advancement of Science, Washington, D.C.

Pub Date Mar 73

Note—103p.

Available from—AAS Publications Department, 1515 Massachusetts Avenue, N.W., Washington, D.C. 20005 (\$10.00 annual subscription, \$3.00 single copy)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, *Book Reviews, Elementary Education, Higher Education, Kindergarten, *Science Education, *Science History, *Sciences, Secondary Education, Textbooks

This quarterly journal reviews trade books, textbooks, and reference works in the pure and applied sciences for students in kindergartens, elementary schools, secondary schools, and in the first two years of college. Also included are selected advanced and professional books useful for reference by students and faculty members. Annotations are listed in order of the Dewey Decimal Classification. A four-point recommendation scale is given for each book ranging from highly recommended to not recommended, and the level of use of the book is indicated. (Author/CC)

ED 084 102 SE 016 026

Merkle, Dale Gordon

A Study of the Effects of a Reading Method vs. an Activity Method on the Learning and Retention of Simple Concepts Dealing with Pendulums.

Pub Date Mar 73

Note—14p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (46th, Detroit, Michigan, March 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Research, *Elementary School Science, *Inquiry Training, Instruction, *Learning Activities, Science Education, *Teacher Education, Teaching Procedures

Identifiers—Research Reports

Reported is a study of the effect of participation in an inquiry activity compared to a reading activity on learning and retention. The subjects were (1) a group of 23 inservice teachers in a six-week summer class, and (2) a group of 31 inservice teachers in an eleven-week college term. The classes were each randomly assigned to two groups of approximately equal size. One group was directed to use the library for texts and references to study about pendulums. The other group used materials from the Elementary Science Study unit on pendulums, collecting data and analyzing the results of their inquiry activity without teacher direction. In both groups, pre- and posttests were used to determine the amount of learning. Superior learning experience was shown for the activity groups as compared to the reading groups. Retention of learned concepts in-

dicated a significant advantage for the activity group in the six-week class but no significant differences were noted between the groups in the eleven-week term. (EB)

ED 084 103 SE 016 452

Council of Europe Information Bulletin 1/1973.

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Pub Date Apr 73

Note—61p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Comparative Education, Curriculum, *Education, Educational Psychology, Educational Research, Educational Sociology, Evaluation, Instructional Media, Language Instruction, Post Secondary Education, Primary Education, *Secondary Education, Technical Education, Vocational Education

Identifiers—*Council of Europe

The first part of this document contains reports of committee activities and discussions in six areas: cultural cooperation, higher education and research, general and technical education, out-of-school education, cultural development, and educational documentation and research. The second part of the document includes the full texts of papers presented at an educational research symposium on the theme of the education of the 16-19 age group. Five papers cover the areas of sociological aspects, psychological aspects, problems concerning curricula and examinations, problems and research in technical and vocational education, and economic aspects; a final paper gives an overview of the symposium and summarizes the conclusions reached. (DT)

ED 084 104 SE 016 552

Esposito, G. G.

High Speed Liquid Chromatographic Determination of Total Aromatics in Enamel and Lacquer Solvents.

Army Coating and Chemical Lab., Aberdeen Proving Ground, Md.

Report No.—CCL-308

Pub Date Jul 72

Note—16p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-748-804, PC-\$3.00 MF-\$0.95)

Document Not Available from EDRS.

Descriptors—*Air Pollution Control, *Laboratory Techniques, *Pollution, Sampling

Identifiers—Enamel Solvents, Lacquer Solvents

Aromatic solvents possess the strongest solvency of the hydrogen types, but various air pollution control districts have established maximum limits on the amount that may be present in organic coatings. In the proposed procedure, high efficiency liquid chromatography is used to determine total aromatics in enamels and lacquer thinners, their separation is obtained across a small bore column containing silica beads of controlled porosity without modifier. The method is rapid, accurate and applicable to a broad range of solvent blends. (Author/RH)

ED 084 105 SE 016 553

Maykoski, R. T.

Review of Various Air Sampling Methods for Solvent Vapors.

Environmental Health Lab., McClellan AFB, Calif.

Report No.—EHL-M-70M-4

Pub Date Jan 70

Note—17p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-752-525, PC-\$3.00 MF-\$0.95)

Document Not Available from EDRS.

Descriptors—*Air Pollution Control, *Laboratory Techniques, *Pollution, *Sampling

Identifiers—Solvent Vapors

Vapors of trichloroethylene, toluene, methyl ethyl ketone, and butyl cellosolve in air were collected using Scotchpac and Tedlar bags, glass prescription bottles, and charcoal adsorption tubes. Efficiencies of collection are reported. (Author/RH)

ED 084 106 SE 016 555

Robles, E. G.

The Determination of Hydrogen Sulfide in Stack Gases, Iodometric Titration After Sulfite Removal.

Environmental Health Lab., McClellan AFB, Calif.

Report No.—EHL-M-68M-4

Pub Date Jan 68

Note—9p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-752-511, PC-\$3.00 MF-\$0.95)

Document Not Available from EDRS.

Descriptors—*Air Pollution Control, *Laboratory Techniques, *Pollution, Sampling

Identifiers—*Hydrogen Sulfide, *Stack Gases

The determination of hydrogen sulfide in effluents from coal-fired furnaces and incinerators is complicated by the presence of sulfur oxides (which form acids). Organic compounds also may interfere with or prevent the formation of the cadmium sulfide precipitate or give false positive results because of reaction with iodine. The report presents a technique in which these effects are overcome by collecting the gases in a strongly basic medium and separating the cadmium sulfide by filtration. Subsequent analysis is performed by visual comparison or iodometrically depending on the quantity of cadmium sulfide present. (Author/RH)

ED 084 107

SE 016 556

Hanna, Steven R.

Simple Methods of Calculating Dispersion from Urban Area Sources.

National Oceanic and Atmospheric Administration (DOC), Oak Ridge, Tenn. Air Resources Atmospheric Turbulence and Diffusion Lab.

Report No.—ATDL-46; NOAA-71071406

Pub Date 71

Note—27p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (COM-72-10999, PC-\$3.00 MF-\$0.95)

Document Not Available from EDRS.

Descriptors—*Air Pollution Control, *City Problems, *Laboratory Techniques, *Models, *Pollution, *Prediction

Identifiers—*Pollutant Concentrations

A simple but physically realistic model is shown to be adequate for estimating long-term average pollutant concentrations due to area sources in cities. In this model, the surface concentration is directly proportional to the local area source strength and inversely proportional to the wind speed. The model performs nearly as well as much more complex models that require the use of digital computers. In the rural areas adjacent to cities, long-term average pollutant concentrations can be estimated using a simple geometric model in which the source strength and concentration decrease exponentially with radial distance from the city center. The length scale of the concentration distribution is observed to be about twice the scale of the source distribution. (Author/RH)

ED 084 108

SE 016 557

Stopinski, O. W.

New Federal Air Quality Standards.

Aerospace Medical Research Labs, Wright-Patterson AFB, Ohio.

Report No.—AMRL-TR-71-120-Pap-17

Pub Date Dec 71

Note—23p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-751-439, PC-\$3.00 MF-\$0.95)

Document Not Available from EDRS.

Descriptors—*Air Pollution Control, *Environmental Criteria, *Federal Government, *Pollution, *Standards

Identifiers—Air Quality Standards

The report discusses the current procedures for establishing air quality standards, the bases for standards, and, finally, proposed and final National Primary and Secondary Ambient Air Quality Standards for sulfur dioxide, particulate matter, carbon monoxide, nonmethane hydrocarbons, photochemical oxidants, and nitrogen dioxide. (Author/RH)

ED 084 109

SE 016 558

Moffat, A. J. And Others

Recent Progress in the Remote Detection of Vapours and Gaseous Pollutants.

Barringer Research Ltd., Rexdale (Ontario).

Report No.—NASA-CR-127632

Pub Date [71]

Note—35p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (N72-29467, PC-\$3.75 MF-\$0.95)

Document Not Available from EDRS.

Descriptors—*Air Pollution Control, *Laboratory Techniques, *Pollution, Research, *Sampling

Identifiers—*Gaseous Pollutants, Vapors

Work has been continuing on the correlation spectrometry techniques described at previous remote sensing symposiums. Advances in the techniques are described which enable accurate quantitative measurements of diffused atmospheric gases to be made using controlled light sources, accurate quantitative measurements of gas clouds relative to background using solar illumination and semi-quantitative measurements of well diffused atmospheric gases using solar illumination. Specific applications of these techniques are described including preliminary results of a high altitude balloon experiment designed to test the feasibility of measuring pollution at the earth's surface from high altitude balloons and satellites. (Author/RH)

ED 084 110

SE 016 559

Petters, E. T. And Others

Development of Methods for Sampling and Analysis of Particulate and Gaseous Fluorides from Stationary Sources.

Little (Arthur D.), Inc., Cambridge, Mass.

Report No.—ADL-73757; EPA-68-02-0099; EPA-R2-72-126

Pub Date Nov 72

Note—133p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-213-313, PC-\$5.45 MF-\$0.95)

Document Not Available from EDRS.

Descriptors—*Air Pollution Control, *Laboratory Techniques, *Pollution, Research, *Sampling

Identifiers—*Fluorides

A study was conducted which has resulted in the development of tentative sampling and analysis of fluorides emitted from various stationary sources. The study was directed toward developing and understanding the kinds of species which are present in each source emission. The report presents the following information: review of the various unit processes within the primary aluminum, iron and steel, glass, and phosphate processing industries; industry flow diagrams which include estimates of fluoride throughout; and an inventory of emission species found within each process; Descriptions of sampling apparatus and procedures for gaseous and particulate fluorides, evaluations of the reactivity of sampling train components and sample container materials in the presence of fluoride ion, and a description of recommended apparatus for each industry; Development of analytical methods for measuring fluoride ion; Analysis of field samples collected from each industry to identify the chemical species present and to evaluate the suitability of developed analytical methods for measuring fluoride; and Recommendations for tentative sampling and analysis methods for gaseous and particulate fluoride. (Author/RH)

ED 084 111

SE 016 580

McCormack, Alan J.

Recognizing, Accepting, and Nurturing Creativity in Children.

Pub Date Apr 73

Note—10p; Paper presented at the annual meeting of the National Science Teachers Association (21st, Detroit, March 30 - April 3, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Creative Thinking, *Creativity, *Educational Improvement, *Elementary School Science, Instruction, Learning Activities, *Learning Processes, *Student Centered Curriculum, Teaching Methods

This report describes the use of "invention workshops" in the elementary science program to stimulate the creative potential of children and to involve the child in divergent thought processes. The workshops begin with an interest-getting experience focusing attention on a project open to unlimited creative interpretation; the most effective devices have been cartoons. Suggestions are given for the "Inventor's Kits" using quite simple and ordinary things with which students transform ideas into tangible objects of the Rube Goldberg type. It is the writer's feeling that both teachers and pupils became sensitized to the existence, value, and sheer thrill of creative thought. (Author/EB)

ED 084 112

SE 016 669

Romberg, Thomas A. Wilson, James W.

NLSMA Reports, No. 7, The Development of Tests.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 69

Note—391p.

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, California 91109 (\$2.50)

Document Not Available from EDRS.

Descriptors—Educational Research, *Longitudinal Studies, *Mathematics Education, *Psychological Testing, Research, Statistical Analysis, *Test Construction, Testing Programs, Tests

Identifiers—*National Longitudinal Study Mathematical Abilities, NLSMA, Research Reports, School Mathematics Study Group, SMSG

This is one of a series of reports on the National Longitudinal Study of Mathematical Abilities (NLSMA). This report describes the processes used for deciding what should be measured, when, and how. Work of the SMSG Panel on Tests for collecting tests items, conceptualizing scales, pilot testing, and analyzing pilot test data is reviewed. The development of a model for mathematics achievement is discussed. This model classifies test scales by mathematics content and levels of cognitive behavior. Procedures for the development of the fall and spring batteries for each of the five years of the study are detailed. The selection and development of cognitive processes tests, attitude instruments and role inventories are also included, and the development of the schedule for psychological testing is described. Reports of the First and Second Conferences on Tests and a listing of the NLSMA Scales on Tape are included as appendices. For related documents, see ED 044 277 - ED 044 283, ED 044 310, ED 045 447, and SE 016 670 - SE 016 691. (JH)

ED 084 113

SE 016 670

Wilson, James W., Ed. And Others

NLSMA Reports, No. 8, Statistical Procedures and Computer Programs.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 72

Note—221p.

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, California 91109 (\$3.00)

Document Not Available from EDRS.

Descriptors—*Computer Programs, Data Analysis, Educational Research, Factor Analysis, *Item Analysis, Longitudinal Studies, *Mathematics Education, *Statistical Analysis, Test Construction

Identifiers—*National Longitudinal Study Mathematical Abilities, NLSMA, Research Reports, School Mathematics Study Group, SMSG

This is one of a series of reports on the National Longitudinal Study of Mathematical Abilities (NLSMA). This report is a discussion of many of the programs from the SMSG Computer Program Library as it existed in June, 1972. Major programs included involve item analysis, attitude item analysis, scale scoring, correlation and t-test, stepwise regression, homogeneity of regression, and factor analysis. Besides a discussion of each, information on parameter set-up along with sample input and sample output is given. Actual line-by-line program listings are not included. However, a concluding analysis paper explains the use of the program library and gives the call name and function for each available program. For related documents, see ED 044 277 - ED 044 283, ED 044 310, ED 045 447, and SE 016 669 - SE 016 691. (LS)

ED 084 114

SE 016 671

McLeod, Gordon K. Kilpatrick, Jeremy

NLSMA Reports, No. 12, Patterns of Mathematics Achievement in Grades 7 and 8: Y-Population.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 69

Note—148p.

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, California 91109 (\$1.50)

Document Not Available from EDRS.

Descriptors—Achievement, Educational Research, Evaluation, Grade 7, Grade 8, *In-

Instructional Materials, *Longitudinal Studies, *Mathematics Education, *Research, Secondary School Mathematics, Statistical Analysis, *Textbook Evaluation

Identifiers—*National Longitudinal Study Mathematical Abilities, NLSMA, Research Reports, School Mathematics Study Group, SMSG

This is one of a series of reports on the National Longitudinal Study of Mathematical Abilities (NLSMA). Further, it is of the subseries that analyzed data for the purpose of identifying differential patterns of mathematics achievement which are correlated with different textbook series. This particular report considers comparisons made for the Y-Population (studied from grades 7 through 11) from achievement test data collected at the end of grade 7 and again at the end of grade 8. (NLSMA Reports Nos. 13-15 cover similar analyses for this population in grades 9-11). Twenty-seven measures of mathematical achievement were used as dependent variables and 22 significant differences were found after statistically adjusting for initial differences. One clear result is that student achievement tends to mirror textbook content. Sex x textbook interaction was not significant; the possibility of ability x textbook interaction is only discussed since it was not built into the analyses. For related documents, see ED 044 277 through ED 044 283, ED 044 310, ED 045 447, and SE 016 669 through SE 016 691. (LS)

ED 084 115 SE 016 672

Kilpatrick, Jeremy McLeod, Gordon K. NLSMA Reports, No. 13, Patterns of Mathematics Achievement in Grade 9: Y-Population.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 71

Note—101p.

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, California 91109 (\$1.50)

Document Not Available from EDRS.

Descriptors—*Achievement, Educational Research, Evaluation, Grade 9, *Instructional Materials, *Longitudinal Studies, *Mathematics Education, *Research, Secondary School Mathematics, Statistical Analysis, *Textbook Evaluation

Identifiers—*National Longitudinal Study Mathematical Abilities, NLSMA, Research Reports, School Mathematics Study Group, SMSG

This is one of a series of reports on the National Longitudinal Study of Mathematical Abilities (NLSMA). Further, it is of the subseries that analyzed data for the purpose of identifying differential patterns of mathematics achievement which are correlated with different textbook series. This particular report considers comparisons made for the Y-Population (studied from grades 7 through 11) from achievement test data collected at the end of grade 9 and again at the beginning of grade 10. (NLSMA Reports Nos. 12, 14, 15 cover similar analyses for this population in grades 7 and 8, 10, 11.) Only the two-thirds of the population using a first-year algebra textbook are included in this study. Thirteen measures of mathematical achievement were used as dependent variables and nine significant differences were found after statistically adjusting for initial differences. While this study failed to indicate that any one textbook series was clearly superior, there were different profiles that emerged and these are discussed for each textbook series in the summary. For related documents, see ED 044 277 - ED 044 283, ED 044 310, ED 045 447, and SE 016 669 - SE 016 691. (LS)

ED 084 116 SE 016 673

McLeod, Gordon K. Kilpatrick, Jeremy NLSMA Reports, No. 14, Patterns of Mathematics Achievement in Grade 10: Y-Population.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 71

Note—109p.

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, California 91109 (\$1.50)

Document Not Available from EDRS.

Descriptors—Achievement, Educational Research, Evaluation, Grade 10, *Instructional

Materials, *Longitudinal Studies, *Mathematics Education, *Research, Secondary School Mathematics, Statistical Analysis, *Textbook Evaluation

Identifiers—*National Longitudinal Study Mathematical Abilities, NLSMA, Research Reports, School Mathematics Study Group, SMSG

This is one of a series of reports on the National Longitudinal Study of Mathematical Abilities (NLSMA). Further, it is of the subseries that analyzed data for the purpose of identifying differential patterns of mathematics achievement which are correlated with different textbook series. This particular report considers comparisons made for the Y-Population (studied from grades 7 through 11) from achievement test data collected at the end of grade 10 and again at the beginning of grade 11. (NLSMA Reports Nos. 12, 13, 15 cover similar analyses for this population in grades 7 and 8, 9, 11.) Only the approximately 60 percent of the population that completed a geometry course in grade 10 are included in this study. Ten geometry scales, concentrating on higher-level skills than are usual in achievement testing, were used as dependent variables and six differences. The classification of textbooks as modern or conventional was not supported by the patterns of achievement. When compared with the results of earlier analyses, textbook differences seem to decline between grades 4 and 12. For related documents, see ED 044 277 - ED 044 283, ED 044 310, ED 045 447, and SE 016 669 through SE 016 691. (LS)

ED 084 117 SE 016 674

Kilpatrick, Jeremy McLeod, Gordon K. NLSMA Reports, No. 15, Patterns of Mathematics Achievement in Grade 11: Y-Population.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 71

Note—91p.

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, California 91109 (\$1.50)

Document Not Available from EDRS.

Descriptors—Achievement, Educational Research, Evaluation, Grade 11, *Instructional Materials, *Longitudinal Studies, *Mathematics Education, *Research, Secondary School Mathematics, Statistical Analysis, *Textbook Evaluation

Identifiers—*National Longitudinal Study Mathematical Abilities, NLSMA, Research Reports, School Mathematics Study Group, SMSG

This is one of a series of reports on the National Longitudinal Study of Mathematical Abilities (NLSMA). Further, it is of the subseries that analyzed data for the purpose of identifying differential patterns of mathematics achievement which are correlated with different textbook series. This particular report considers comparisons made for the Y-Population (studied from grades 7 through 11) from achievement test data collected at the end of grade 11. (NLSMA Reports Nos. 12-14 cover similar analyses for grades 7 and 8, 9, 10.) Only the approximately 45 percent of the original population that had completed beginning algebra, geometry, and advanced algebra are included in this study. Twelve mathematics content scales, appropriate to all three courses, were used as the dependent variables. No significant differences were found on the two number systems scales or on any of the six geometry scales. Significant differences were found on two of the four algebra scales. For related documents, see ED 044 277 through ED 044 283, ED 044 310, ED 045 447, and SE 016 669 through SE 016 691. (LS)

ED 084 118 SE 016 675

Wilson, James W. NLSMA Reports, No. 16, Patterns of Mathematics Achievement in Grade 10: Z-Population.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 72

Note—115p.

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, California 91109 (\$1.50)

Document Not Available from EDRS.

Descriptors—Achievement, Educational Research, Evaluation, Grade 10, *Instructional Materials, *Longitudinal Studies, *Mathematics Education, *Research, Secondary School Mathematics, Statistical Analysis, *Textbook Evaluation

Identifiers—*National Longitudinal Study Mathematical Abilities, NLSMA, Research Reports, School Mathematics Study Group, SMSG

This is one of a series of reports on the National Longitudinal Study of Mathematical Abilities (NLSMA). Further, it is of the subseries that analyzed data for the purpose of identifying differential patterns of mathematics achievement which are correlated with different textbook series. This particular report considers comparisons made for the Z-Population (studied from grades 10 through 12) from achievement test data collected at the end of grade 10. (NLSMA Reports Nos. 17 and 18 present similar analyses for the population at grades 11 and 12 and Report No. 14 covers a grade 10 analysis for the Y-Population.) Only the approximately 80 percent of the original population that completed a one-year course in plane geometry are included in this study. Seven mathematics content scales, serving as measures of overall mathematics achievement, rather than a "geometry test," were used as the dependent variables; five significant differences were found after statistically adjusting for initial differences. Achievement patterns for each of four textbook series are discussed. For related documents, see ED 044 277 - ED 044 283, ED 044 310, ED 045 447, and SE 016 669 - SE 016 691. (LS)

ED 084 119 SE 016 676

Wilson, James W. NLSMA Reports, No. 17, Patterns of Mathematics Achievement in Grade 11: Z-Population.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 72

Note—140p.

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, California 91109 (\$1.50)

Document Not Available from EDRS.

Descriptors—Achievement, Educational Research, Evaluation, Grade 11, *Instructional Materials, *Longitudinal Studies, *Mathematics Education, *Research, Secondary School Mathematics, Statistical Analysis, *Textbook Evaluation

Identifiers—*National Longitudinal Study Mathematical Abilities, NLSMA, Research Reports, School Mathematics Study Group, SMSG

This is one of a series of reports on the National Longitudinal Study of Mathematical Abilities (NLSMA). Further, it is of the subseries that analyzed data for the purpose of identifying differential patterns of mathematics achievement which are correlated with different textbook series. This particular report considers comparisons made for the Z-Population (studied from grades 10 through 12) from achievement test data collected at the end of grade 11. (NLSMA Reports Nos. 16 and 18 present similar analyses for this population at grades 10 and 12 and Report No. 15 covers a grade 11 analysis for the Y-Population.) Only the large portion of the original population that completed a second-year algebra or intermediate mathematics course in this year are included in the study. Ten scales, designed to sample the range of mathematics achievement after three years of college preparatory mathematics, were used as the dependent variables; five significant differences were found after statistically adjusting for initial differences. Achievement patterns for each of eight textbook series or groupings are discussed. For related documents, see ED 044 277 - ED 044 283, ED 044 310, ED 045 447, and SE 016 669 - SE 016 691. (LS)

ED 084 120 SE 016 677

Romberg, Thomas A. Wilson, James W. NLSMA Reports, No. 18, Patterns of Mathematics Achievement in Grade 12: Z-Population.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 72

Note—78p.

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, California 91109 (\$1.50)

Document Not Available from EDRS.

Descriptors—Achievement, *Curriculum, Educational Research, Evaluation, Grade 12, Instructional Materials, *Longitudinal Studies, *Mathematics Education, *Research, Secondary School Mathematics, Statistical Analysis, *Textbook Evaluation

Identifiers—*National Longitudinal Study Mathematical Abilities, NLSMA, Research Reports, School Mathematics Study Group, SMSG

This is one of a series of reports on the National Longitudinal Study of Mathematical Abilities (NLSMA). Further, it is of the subseries that analyzed data for the purpose of identifying differential patterns of mathematics achievement which are correlated with different textbook series. This particular report considers comparisons made for the Z-population (studied from grades 10 through 12) from achievement test data collected at the end of grade 12. (NLSMA Reports Nos. 16 and 17 present similar analyses for grades 10 and 11.) Two different types of comparisons were performed: comparisons between different types of curricula and comparisons between textbook groups within a particular curricula. Ten mathematical scales, associated with important topics in most of the curriculum groups, were used as the dependent variables. Questions of significance are discussed separately for the various conditions of the analyses. An overall result, however, is that the performance patterns were remarkably similar across curriculum groups. For related documents, see ED 044 277 - ED 044 283, ED 044 310, ED 045 447, and SE 016 669 - SE 016 691. (LS)

ED 084 121 SE 016 678

Travers, Kenneth J.

NLSMA Reports, No. 19, Non-Intellectual Correlates of Under- and Overachievement in Grades 4 and 6.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 71

Note—330p.

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, California 91109 (\$2.00)

Document Not Available from EDRS.

Descriptors—Achievement, Attitudes, Educational Research, Effective Teaching, Elementary School Mathematics, Grade 4, Grade 6, *Longitudinal Studies, *Mathematics Education, Psychological Testing, *Research, School Demography, Statistical Analysis, *Student Characteristics, *Teacher Characteristics, Textbook Evaluation

Identifiers—*National Longitudinal Study Mathematical Abilities, NLSMA, Research Reports, School Mathematics Study Group, SMSG

This is one of a series of reports on the National Longitudinal Study of Mathematical Abilities (NLSMA). This report presents a sequence of analyses that explore the relationships between mathematics achievement and three sets of variables: pupil, teacher, and school for students in grades four and six. (NLSMA Reports Nos. 1, 4, 7, and 9 provide related background material.) Achievement criteria used were computation, structure, and a standardized test. While no extensive attempt was made to interpret the data, several results are clear. Under- and overachievement varies a great deal according to the criterion used. In general, students using modern texts had better achievement on structure while students using conventional texts had better achievement on computation. Scales measuring pupil attitudes toward mathematics and (to a lesser extent) self-concept and anxiety scales also tended to relate to under- and overachievement. Teachers' classes varied greatly on the mean residual achievement variable. There was a tendency for background variables to affect results before the attitude scales. For related documents, see ED 044 277 - ED 044 283, ED 044 310, ED 045 447, and SE 016 669 - SE 016 691. (LS)

ED 084 122 SE 016 679

Crosswhite, F. Joe

NLSMA Reports, No. 20, Correlates of Attitudes toward Mathematics.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 72

Note—111p.

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, California 91109 (\$1.50)

Document Not Available from EDRS.

Descriptors—Achievement, *Attitudes, Educational Research, Elementary School Mathematics, *Longitudinal Studies, *Mathematics Education, Psychological Testing, *Research, Secondary School Mathematics, Statistical Analysis, *Student Characteristics, Tests

Identifiers—*National Longitudinal Study Mathematical Abilities, NLSMA, Research Reports, School Mathematics Study Group, SMSG

This is one of a series of reports on the National Longitudinal Study of Mathematical Abilities (NLSMA). This report examines measures of attitude, self-concept, and anxiety as outcomes of mathematics instruction for students in grades 4-12. (NLSMA Reports Nos. 1-7 and 9 provide background information on the measures and the population.) Specific areas analyzed were (1) grade distribution and stability of attitudes, (2) patterns of intercorrelation among attitude variables, (3) correlation of attitude with achievement and intelligence, and (4) comparison of attitude profiles for sex and textbook groups. One significant result presented is that student attitudes toward mathematics peaked near the beginning of junior high school. The attitude, self-concept, and anxiety scales are included in the document. For related documents, see ED 044 277 - ED 044 283, ED 044 310, ED 045 447, and SE 016 669 - SE 016 691. (LS)

ED 084 123 SE 016 680

Wilson, James W., Ed. Begle, Edward G., Ed.

NLSMA Reports, No. 21, Parts A, B, and C, Correlates of Mathematics Achievement: Attitude and Role Variables.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 72

Note—1,453p.

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, California 91109 (\$7.50)

Document Not Available from EDRS.

Descriptors—Achievement, *Attitudes, Educational Research, Elementary School Mathematics, Evaluation, Longitudinal Studies, *Mathematics Education, Psychological Testing, *Research, Secondary School Mathematics, *Statistical Analysis, Student Characteristics, Textbook Evaluation

Identifiers—*National Longitudinal Study Mathematical Abilities, NLSMA, Research Reports, School Mathematics Study Group, SMSG

This is one of a series of reports on the National Longitudinal Study of Mathematical Abilities (NLSMA). Further, it is of the subseries that reports the data analyses for the possible correlates of mathematics achievement; this particular report contains the correlates classified as attitude and role variables for students in grades 4 through 12. (NLSMA Reports Nos. 22-25 contain similar analyses for other variables and Report No. 26 has a summary of these five volumes.) Almost all of the three parts of the report consist of the descriptive statistics and the two-way analysis of variance for each classification variable by achievement variable pair, for each sex x textbook sample where significance was reached at the .05 level. No interpretation of the results is given. The report is intended to serve as a reference for further inquiry. For related documents, see ED 044 277 - ED 044 283, ED 044 310, ED 045 447, and SE 016 669 through SE 016 691. (LS)

ED 084 124 SE 016 681

Wilson, James W., Ed. Begle, Edward G., Ed.

NLSMA Reports, No. 22, Parts A, B, and C, Correlates of Mathematics Achievement: Cognitive Variables.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 72

Note—1,485p.

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, California 91109 (\$7.50)

Document Not Available from EDRS.

Descriptors—Achievement, *Cognitive Ability, Educational Research, Elementary School Mathematics, Evaluation, Longitudinal Studies, *Mathematics Education, Psychological Characteristics, *Research, Secondary School Mathematics, *Statistical Analysis, Textbook Evaluation

Identifiers—*National Longitudinal Study Mathematical Abilities, NLSMA, Research Reports, School Mathematics Study Group, SMSG

This is one of a series of reports on the National Longitudinal Study of Mathematical Abilities (NLSMA). Further, it is of the subseries that reports the data analyses for the possible correlates of mathematics achievement; this particular report contains the data on correlates classified as cognitive variables for students in grades 4 through 12. (NLSMA Reports Nos. 21 and 23-25 contain similar analyses for other variables and Report No. 26 has a summary of these five volumes.) Almost all of the three parts of the report consist of the descriptive statistics and the two-way analysis of variance for each classification variable by achievement variable pair, for each sex x textbook sample where significance was reached at the .05 level. No interpretation of the results is given. The report is intended to serve as a reference for further inquiry. For related documents, see ED 044 277 - ED 044 283, ED 044 310, ED 045 447, and SE 016 669 through SE 016 691. (LS)

ED 084 125 SE 016 682

Wilson, James W., Ed. Begle, Edward G., Ed.

NLSMA Reports, No. 23, Parts A, B, and C, Correlates of Mathematics Achievement: Teacher Background and Opinion Variables.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 72

Note—1,399p.

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, California 91109 (\$7.50)

Document Not Available from EDRS.

Descriptors—Achievement, Educational Research, Elementary School Mathematics, Evaluation, Longitudinal Studies, *Mathematics Education, *Research, Secondary School Mathematics, *Statistical Analysis, Teacher Background, *Teacher Characteristics, Teacher Qualifications, Textbook Evaluation

Identifiers—*National Longitudinal Study Mathematical Abilities, NLSMA, Research Reports, School Mathematics Study Group, SMSG

This is one of a series of reports on the National Longitudinal Study of Mathematical Abilities (NLSMA). Further, it is of the subseries that reports the data analyses for the possible correlates of mathematics achievement; this particular report contains the data on correlates classified as teacher background and opinion variables for grades 4 through 12. (NLSMA Reports Nos. 21, 22, 24, and 25 contain similar analyses for other variables and Report No. 26 has a summary of these five volumes.) Almost all of the three parts of the report consist of the descriptive statistics and the two-way analysis of variance associated with each classification variable by achievement variable pair, for each sex x textbook sample where significance was reached at the .05 level. No interpretation of the results is given. The report is intended to serve as a reference for further inquiry. For related documents, see ED 044 277 - ED 044 283, ED 044 310, ED 045 447, and SE 016 669 - SE 016 691. (LS)

ED 084 126 SE 016 683

Wilson, James W., Ed. Begle, Edward G., Ed.

NLSMA Reports, No. 24, Parts A, B, C, and D, Correlates of Mathematics Achievement: School Community and Demographic Variables.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 72

Note—1,883p.

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, California 91109 (\$10.00)

Document Not Available from EDRS.

Descriptors—Achievement, Community Characteristics, Educational Research, Elementary School Mathematics, Evaluation, Longitudinal

Studies, *Mathematics Education, *Research, *School Demography, Secondary School Mathematics, Socioeconomic Background, *Statistical Analysis, Textbook Evaluation

Identifiers—*National Longitudinal Study Mathematical Abilities, NLSMA, Research Reports, School Mathematics Study Group, MSG

This is one of a series of reports on the National Longitudinal Study of Mathematical Abilities (NLSMA). Further, it is of the subseries that reports the data analyses for the possible correlates of mathematics achievement; this particular report contains the data on correlates classified as school-community and demographic variables for students in grades 4 through 12. (NLSMA Reports Nos. 21-23 and 25 contain similar analyses for other variables and Report No. 26 has a summary of these five volumes.) Almost all of the four parts of the report consist of the descriptive statistics and the two-way analysis of variance associated with each classification variable by achievement variable pair, for each sex x textbook sample where significance was reached at the .05 level. No interpretation of the results is given. The report is intended to serve as a reference for further inquiry. For related documents, see ED 044 277 - ED 044 283, ED 044 310, ED 045 447, and SE 016 669 - SE 016 691. (LS)

ED 084 127 SE 016 684

Wilson, James W., Ed. Begle, Edward G., Ed. NLSMA Reports, No. 25, Parts A, B, and C, Correlates of Mathematics Achievement: Teacher Assigned Grades.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 72

Note—1,367p.

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, California 91109 (\$7.50)

Document Not Available from EDRS.

Descriptors—*Achievement, Achievement Rating, Educational Research, Elementary School Mathematics, Evaluation, *Grades (Scholastic), Longitudinal Studies, *Mathematics Education, *Research, Secondary School Mathematics, *Statistical Analysis, Textbook Evaluation

Identifiers—*National Longitudinal Study Mathematical Abilities, NLSMA, Research Reports, School Mathematics Study Group, MSG

This is one of a series of reports on the National Longitudinal Study of Mathematical Abilities (NLSMA). Further, it is of the subseries that reports the data analyses for the possible correlates of mathematics achievement; this particular report contains the data on correlates classified as teacher-assigned grades for students in grades 4 through 12. (NLSMA Reports Nos. 21-24 contain similar analyses for other variables and Report No. 26 has a summary of these five volumes.) Almost all of the three parts of the report consist of the descriptive statistics and the two-way analysis of variance associated with each classification variable by achievement variable pair, for each sex x textbook sample where significance was reached at the .05 level. No interpretation of the results is given. The report is intended to serve as a reference for further inquiry. For related documents, see ED 044 277 - ED 044 283, ED 044 310, ED 045 447, and SE 016 669 - SE 016 691. (LS)

ED 084 128 SE 016 685

Wilson, James W., Ed. Begle, Edward G., Ed. NLSMA Reports, No. 26, Correlates of Mathematics Achievement: Summary.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 72

Note—213p.

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, California 91109 (\$2.00)

Document Not Available from EDRS.

Descriptors—*Achievement, Attitudes, Educational Research, Elementary School Mathematics, Grades (Scholastic), *Longitudinal Studies, *Mathematics Education, Matrices, Psychological Characteristics, *Research, School Demography, Secondary School Mathematics, Statistical Analysis, Student Charac-

teristics, Teacher Characteristics, *Textbook Evaluation

Identifiers—*National Longitudinal Study Mathematical Abilities, NLSMA, Research Reports, School Mathematics Study Group, MSG

This is one of a series of reports on the National Longitudinal Study of Mathematical Abilities (NLSMA). This one is a summary of NLSMA Reports Nos. 21-25, presented as an aid in searching for patterns across various correlates, various mathematical achievement measures, and various samples. In the original analyses, students were grouped into three ability levels and possible correlates were considered as classification variables; the resulting data were considered through a two-way analysis of variance. Findings are presented in the form of individual, 2x2 matrices for each set of variables. No attempt is made to interpret the results. The report is intended to serve as a resource document to suggest hypotheses and further lines of inquiry. For related documents, see ED 044 277 through ED 044 283, ED 044 310, ED 045 447, and SE 016 669 through SE 016 691. (LS)

ED 084 129 SE 016 686

Begle, Edward G.

NLSMA Reports, No. 27, The Prediction of Mathematics Achievement.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 72

Note—144p.

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, California 91109 (\$2.00)

Document Not Available from EDRS.

Descriptors—*Achievement, Attitudes, Educational Research, Elementary School Mathematics, Longitudinal Studies, *Mathematics Education, Prediction, *Predictor Variables, *Psychological Characteristics, *Psychological Testing, *Research, Secondary School Mathematics, Student Characteristics, Teacher Characteristics, Textbook Evaluation

Identifiers—*National Longitudinal Study Mathematical Abilities, NLSMA, Research Reports, School Mathematics Study Group, MSG

This is one of a series of reports on the National Longitudinal Study of Mathematical Abilities (NLSMA). This one discusses the attempts to determine which of many variables had significant predictive power for student achievement on various mathematical scales. (NLSMA Reports No. 4-7 and 9 provide background information on the variables and scales that are discussed.) A stepwise regression analysis with a three-stage elimination was used to identify the best predictors. In the first series of analyses, most of the significant predictors were mathematical scales. A second series was used to determine the best psychological predictors. Finally, the mathematical and psychological predictors are merged and the total results presented. For related documents, see ED 044 277 - ED 044 283, ED 044 310, ED 045 447, and SE 016 669 - SE 016 691. (LS)

ED 084 130 SE 016 687

Begle, Edward G. Geeslin, William Edward

NLSMA Reports, No. 28, Teacher Effectiveness in Mathematics Instruction.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 72

Note—146p.

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, California 91109 (\$2.00)

Document Not Available from EDRS.

Descriptors—*Achievement, Educational Research, *Effective Teaching, Elementary School Mathematics, Longitudinal Studies, *Mathematics Education, *Research, Secondary School Mathematics, Statistical Analysis, *Teacher Characteristics

Identifiers—*National Longitudinal Study Mathematical Abilities, NLSMA, Research Reports, School Mathematics Study Group, MSG

This is one of a series of reports on the National Longitudinal Study of Mathematical Abilities (NLSMA). This report concentrates on the analysis of the relationship between teacher

characteristics and student achievement in the first year of the X-, Y-, and Z-Populations (students in grades 4, 7, 10) and in the second year of the X- and Y-Populations (students in grades 5 and 8). (The reader may wish to see NLSMA Reports Nos. 1-7 and 9 for a background including test items, scales, test writing, and descriptive statistics used.) A regression analysis approach was used to study teacher effectiveness with respect to computation and to comprehension separately. A brief review of the literature and a brief summary are included. The stability of teacher effectiveness is hard to determine and the report urges the reader to make his own interpretations carefully. For related documents, see ED 044 277 - ED 044 283, ED 044 310, ED 045 447, and SE 016 669 through SE 016 691. (LS)

ED 084 131 SE 016 688

Branca, Nicholas A.

NLSMA Reports, No. 30, Follow-up Study of NLSMA Z-Population.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 72

Note—143p.

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, California 91109 (\$2.00)

Document Not Available from EDRS.

Descriptors—Attitudes, Educational Research, *Followup Studies, *Longitudinal Studies, *Mathematics Education, Psychological Testing, Questionnaires, *Research, Secondary School Mathematics, Statistical Analysis, *Student Characteristics, Surveys, Textbook Evaluation

Identifiers—*National Longitudinal Study Mathematical Abilities, NLSMA, Research Reports, School Mathematics Study Group, MSG

This is one of a series of reports on the National Longitudinal Study of Mathematical Abilities (NLSMA). It is an analysis of a follow-up survey conducted on the Z-Population (students in grades 10-12) approximately one year after the students completed grade 12. (NLSMA Reports Nos. 3, 6, 7, and 9 contain background information on the Z-Population, on the scales and tests used, and on the data gathered.) General information about the survey and the responses received are given. Students were then grouped according to type of mathematics textbooks used (modern or conventional) and an extended series of Chi-square analyses performed. The data resulting from these analyses are given and a discussion presented that does not attempt to explain all of the observed trends. Instruments used to collect information are included in the report. For related documents, see ED 044 277 through ED 044 283, ED 044 310, ED 045 447, and SE 016 669 through SE 016 691. (LS)

ED 084 132 SE 016 689

Dodson, Joseph W.

NLSMA Reports, No. 31, Characteristics of Successful Insightful Problem Solvers.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 72

Note—139p.

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, California 91109 (\$2.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Educational Research, *Longitudinal Studies, Mathematics Education, *Problem Solving, *Research, *Secondary School Mathematics, Statistical Analysis, *Student Characteristics

Identifiers—*National Longitudinal Study Mathematical Abilities, NLSMA, Research Reports, School Mathematics Study Group, MSG

This is one of a series of reports on the National Longitudinal Study of Mathematical Abilities (NLSMA). It is the report of a dissertation that sought to identify characteristics correlated with problem solving. The type of problem used was classified as "insightful," meaning nonroutine and challenging but not of a trick or puzzle type. A review of the literature indicated a number of variables, whose ability to discriminate among ability groups of problem solvers was then deter-

mined using analysis of variance and discriminate analysis. Data from the Z-Population (students in grades 10-12) were used. An interpretation of the results is given and areas for further research are suggested. For related documents, see ED 044 277 - ED 044 283, ED 044 310, ED 045 447, and SE 016 669 through SE 016 691. (LS)

ED 084 133 SE 016 690

Brigham, Robert G.

NLSMA Reports, No. 32, *The Effects of Different Mathematics Curricula on Science Achievement in the Secondary School.*

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 72

Note—13p.

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, California 91109 (\$10.50)

Document Not Available from EDRS.

Descriptors—*Achievement, Curriculum, Educational Research, Evaluation, *Longitudinal Studies, Mathematics Education, *Research, *Science Education, *Secondary School Mathematics, Statistical Analysis

Identifiers—*National Longitudinal Study Mathematical Abilities, NLSMA, Research Reports, School Mathematics Study Group, SMSG

This is one of a series of reports on the National Longitudinal Study of Mathematical Abilities (NLSMA). Its focus is the effect of new mathematics curricula on achievement in science. Those students from the Y-Population (grades 7-11, see NLSMA Reports Nos. 5 and 9) who had taken the College Board science tests in biology, chemistry, or physics were the subjects of the analysis. Partial correlations were used to determine whether the type of mathematics curriculum was related to science achievement after the effects of student aptitude, achievement, sex, economic index, and number of years of mathematics were partialled out. Correlation matrices for biology, chemistry, and physics are presented separately. There is no clear interpretation of the data, but if an effect does exist, it seems to favor the newer curricula. For related documents, see ED 044 277 through ED 044 283, ED 044 310, ED 045 447, and SE 016 669 through SE 016 691. (LS)

ED 084 134 SE 016 691

Wilson, James W., Ed. Begle, Edward G., Ed.

NLSMA Reports, No. 33, *Intercorrelations of Mathematical and Psychological Variables.*

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 72

Note—106p.

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, California 92209 (\$15.00)

Document Not Available from EDRS.

Descriptors—Achievement, *Correlation, Educational Research, *Factor Analysis, *Longitudinal Studies, *Mathematics Education, Psychological Characteristics, Psychological Testing, *Research, Statistical Analysis, Textbook Evaluation

Identifiers—*National Longitudinal Study Mathematical Abilities, NLSMA, Research Reports, School Mathematics Study Group, SMSG

This is one of a series of reports on the National Longitudinal Study of Mathematical Abilities (NLSMA). It is a listing of correlation coefficients where each mathematical scale has been paired with each psychological scale. (See NLSMA Reports Nos. 4-6 for a description of these scales.) Besides each correlation matrix, a rotated factor matrix is given from the performed factor analysis. No attempt is made to interpret any of the data. For related documents, see ED 044 277 through ED 044 283, ED 044 310, ED 045 447, and SE 016 669 through SE 016 690. (LS)

ED 084 135 SE 016 702

Kral, William Kevin

Effects of a Supplemental Science Program on Achievement of Students with Different Socio-Economic and Ethnic Backgrounds.

Pub Date 72

Note—41p.; Ed.D. Dissertation, Oklahoma State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-15,169 MF-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Curriculum, Doctoral Theses, Educational Research, *Elementary School Science, Instruction, *Science Course Improvement Project, Science Education, Science Programs, *Social Factors

Identifiers—Research Reports

This study investigated the effects of the addition of a supplemental science program to existing curricula in selected elementary schools. A supplemental science program, the Elementary Science Study (ESS), was introduced to the treatment group (four of eight classes randomly selected, with a total population of 189 sixth-grade students) and a placebo treatment consisting of films, current events, and discussions was given to the control group for one hour a week, during a twelve week period. The Stanford Achievement Test, The Home Index Scale and The Reed Science Activities Inventory were administered at the end of the study. Analysis of the data was accomplished using factorial 2 x 2 analysis of variance on each of the four variables. It was found that the supplemental science program made a difference in science achievement favoring the experimental group. Non-Indian students scored higher in science achievement. Students with a high socio-economic background did better than did those with a low socio-economic background. The effect of science attitude on achievement was non-significant. (Author/EB)

ED 084 136 SE 016 708

Cohen, Martin Abraham

Teacher Questioning Behavior and Pupil Critical Thinking Ability: A Study of the Effects of Teacher-Questioning Behavior on Pupil Critical Thinking Ability in Three Academic Subjects Offered in a Suburban High School.

Pub Date 72

Note—165p.; Ph.D. Dissertation, New York University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-8158 MF-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Classroom Techniques, *Critical Thinking, Doctoral Theses, Educational Research, Instruction, *Questioning Techniques, Science Education, Secondary School Science, Social Studies, *Teacher Behavior, *Teaching Skills

Identifiers—Research Reports

The purpose of this study was to examine the classroom questions of teachers of science, English and social studies and to determine whether the frequency and types of questions were related to frequency in pupil critical thinking. The author hypothesized science teachers would ask more questions and higher level questions than teachers of English and social studies; pupils who were exposed to teachers who ask such questions would have greater changes in critical thinking ability. Forty-two tenth- and eleventh-grade teachers in the three academic subjects and 263 students in a single school who were already taking classes from these teachers made up the sample. Pupil critical thinking ability was measured at the beginning and again at the end of a 20-week observation period, by the Cornell Critical Thinking Test, Level X. Audio tapes were gathered for each teacher at approximately bi-weekly intervals and analyzed using the observational instrument of Davis and Tinsley. Results showed that science teachers asked more questions than social studies teachers, and significantly more questions of the translation and applications categories. No significant difference existed between high level cognitive questions asked by science and non-science teachers. (Author/EB)

ED 084 137 SE 016 710

Joels, Kerry Mark

Effectiveness Parameters for the Use of Educational Television From Space as a Supplemental Curricular Device.

Pub Date 72

Note—98p.; Ed.D. Dissertation, Oklahoma State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-15,152 MF-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Earth Science, Educational Research, *Educational Television, Effective Teaching, Science Education, *Secondary School Science, *Teaching Procedures, *Televised Instruction, Television Curriculum

Identifiers—Research Reports

Reported is a study to examine the achievement of students viewing two versions of a television presentation related to the Earth Resources program on the Skylab Space Station. One version was produced as a simulation of astronaut activities and the other as a standard studio educational television program. A test instrument was formulated for each of the programs, as well as an opinionnaire which was administered after the final test was taken. Other variables, sex, location, and treatment were tested for correlation relationships. Percentages of respondents to the cells on items in the opinionnaire were also completed. No significant difference was observed in the achievement in the SETV and the ETV groups at the 0.05 level of confidence. No significant correlation was observed between three groups of organismic variables: male-female, urban-rural, and Treatment 1-Treatment 2. The opinionnaire revealed a high degree of positive opinion with regard to the nature of the television programs and the concepts expressed in the programs. Approximately 60 percent of the respondents had favorable opinions on science as both a subject in school and as a segment of our society. The study demonstrated that Skylab Television was effective in a classroom situation. (Author/EB)

ED 084 138 SE 016 716

Otto, Paul Bernhardt

A Study of Moot Beliefs Held by Twelfth-Grade Students in Wisconsin Public Schools.

Pub Date 72

Note—138p.; Ph.D. Dissertation, The University of Wisconsin

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-2557 MF-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Beliefs, Doctoral Theses, Educational Research, *Scientific Attitudes, *Secondary School Science, *Student Behavior

Identifiers—Moot Beliefs, Research Reports

Reported is a study of the relationship between factors of sex, science course experience, grade point average, the occupation of both father and mother, and the acceptance of certain moot beliefs (considered to be unfounded beliefs of questionable credibility which include misconceptions and superstitions). The sample, selected on the basis of probability proportionate to size (pps) using a two-stage, stratified, clustered sample, included 358 twelfth-grade students. Evidence of the acceptance of moot beliefs was gathered by having students make decisions concerning visually presented situations (35-mm colored slides accompanied by an audio-taped narration). Analysis of the results of the study indicated: (1) approximately two-thirds of the items of moot belief were accepted by more than ten percent of the students surveyed; (2) there appeared to be a significantly greater number of girls than boys who accepted 13 of the 36 items of moot beliefs; and (3) some numerical significance was noted between the other variables used on the study but the cases were considered sparse. (Author/EB)

ED 084 139 SE 016 723

Phillips, John Durwood

The Relationship Between Selected Piagetian Tasks and Knowledge of the Content Areas in Fifth-Grade Children.

Pub Date 72

Note—96p.; Ed.D. Dissertation, East Texas State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-14,288 MF-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Conservation (Concept), Doctoral Theses, Educational Research, *Elementary School Science, *Instruction, *Learning Activities, *Learning Processes, Science Education

Identifiers—Piaget, Research Reports

Reported is a study of the relationship between ability to perform selected Piagetian tasks and

achievement in various content areas. Sixty fifth-grade students were administered the Science Research Associates Achievement Series to assess grade-level category. Also, each child was administered one or more Piagetian tasks selected to determine whether he was a conservator of mass, weight, or volume. In order to determine the relationship of the pairs of factors, achievement-level category and level of intellectual development in each null hypothesis, a Chi-square value was computed. The null hypothesis was rejected at the .05 level of confidence. Findings included: (1) no statistical difference between performance of tasks and achievement in mathematics concepts, total mathematics, reading comprehension, reading vocabulary, and total reading; (2) significant difference at the .02 level between performance of Piagetian tasks and achievement in spelling; (3) significant difference at the .01 level in mathematics computation, social studies, science, language-arts usage, total language arts, and composite content areas; and (4) significant difference at the .001 level between performance on tasks and achievement in use of sources. It was concluded that the findings of the study generally supported Piaget's theory of developmental psychology. (Author/EB)

ED 084 140 SE 016 724

Yeoh, Oon Chye

An Exploratory Study of the Effect of the Class-Teacher's Behavior Associated with Televised Science Instruction.

Pub Date 73

Note—312p.; Ph.D. Dissertation, Stanford University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-15,004 MF-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Educational Research, *Educational Television, *Elementary School Science, *Instruction, Science Education, Student Interests, *Televised Instruction, Television Curriculum

Identifiers—Research Reports

Reported is a study of the effectiveness of the use of television for a series of ten science lessons on the Community of Living Things, presented to students in grades six, seven and eight, of fifteen different teachers. The behaviors (verbal and non-verbal) were analyzed into six levels of cognitive content and five categories of affective-evaluative content. Scott's pi and Cronbach's alpha were computed to assess the interobserver agreement and generalizability of each category of classroom behavior. The student criterion reference test ($\alpha = .65$) and other measures of teacher and student attitude were used as criteria of effectiveness. Covariance analysis established that significant differences on the achievement scores existed among the fifteen groups after adjustment for initial differences on SRA "Composite" scores. The study showed that student success depended greatly on the teacher's skill in use of questions in directing and reinforcing appropriately the student's cognitive processes. Also, teachers with an overall favorable attitude toward television instruction expressed more verbal cognitive and affective-evaluative behaviors than were significantly associated with the student success on the criterion test. (Author/EB)

ED 084 141 SE 016 728

Campbell, Roy Franklin

An Analysis of Success Factors in the Utilization of Learning Activity Packages Employed as Vehicles for Individualizing Science Instruction at Nova High School.

Pub Date 72

Note—180p.; Ed.D. Dissertation, The University of Florida

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-15,481 MF-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Educational Research, *Individualized Instruction, *Instructional Materials, *Learning Activities, Science Education, *Secondary School Science, Student Ability, *Student Characteristics

Identifiers—Research Reports

The purpose of this study was to determine whether "Learning Activity Packages" (LAPs)

could be used as the basic instructional material of individualized instruction for certain types of students and not for others. A sample of 133 biology students was selected at random and assigned to one of three groups, low, medium or high, on the basis of both self-assessment and teacher assessment of their achievement of instructional goals. Eleven student variables (sex, IQ, reading level, science achievement, attitude, aptitude, motivation, time enrolled at the school, time to complete a LAP, and science grades) were examined via multiple analysis of variance to determine which characteristics were associated with successful use of LAPs. Results revealed that all the variables taken simultaneously discriminated significantly among success categories. Significant differences among means were found for each of the variables except that of motivation and time enrolled at the school. Significant relationships with success existed for all but those two variables. It was concluded that relative success with LAPs was related to several student characteristics and that LAPs may not be an effective means of individualizing instruction for students in the lower ranges of IQ, reading ability, attitude, science grades, and the other variables related to success with LAPs. (Author/EB)

ED 084 142 SE 016 739

Youngpeter, John Michael

Science Museums and Elementary Teacher Education: Organizing and Implementing Programs in Natural Sciences.

Pub Date 73

Note—177p.; Ed. D. Dissertation, Columbia University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-15,034 Microfilm-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Educational Research, *Instruction, *Museums, Science Activities, *Science Education, Science Teachers, *Teacher Education, *Teacher Improvement

Identifiers—Research Reports

Reported is an investigation of teacher education programs in science museums, program contents, and procedures of planning and implementing, in order to suggest improved ways by which museums wishing to do so can modify existing programs or initiate new ones. Special note was made of the role which science museums have developed and hold in teacher education, especially for elementary teachers in the natural sciences. Information for the study was obtained from the literature and through contact with key personnel of museums. Results indicated that problems which exist with the museum community were those of communication. A "Check List of Considerations for Organizing and Implementing Teacher Education Programs" provided all the major considerations which must be weighed by museum educators/administrators prior to their initiating action to formulate teacher education programs. Forty-nine museum and school personnel were sent this Check List as a test for content validity. Thirty-four were returned, all with positive responses. A "starter curriculum" containing ten topics basic to natural history, with emphasis on the unique contributions science museums can make, were sent to those personnel lacking this type of experience. (Author/EB)

ED 084 143 SE 016 742

Hall, Carolyn Irwin

The Effect of Amplified Elementary Science Reading Materials Upon the Comprehension of Upper Grade Elementary School Children.

Pub Date 73

Note—222p.; Ph.D. Dissertation, The Ohio State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-18,898 Microfilm-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Cognitive Development, *Concept Formation, *Concept Teaching, Doctoral Theses, *Educational Research, *Elementary School Science, Reading Ability, *Reading Comprehension, Science Education

Identifiers—Research Reports

Reported is a study to determine if amplifying elementary reading material through the use of

exemplars (based on Ausubel's theory of meaningful verbal learning) would reduce conceptual difficulty and thereby increase reading comprehension. Reading passages were developed for three different elementary science concepts with three levels of amplification for each passage. Cloze tests from these passages were developed to measure reading comprehension. The sample consisted of 135 upper elementary students, blocked on their interest in each of the three concepts—insects, deciduous trees and sedimentary rocks. They were blocked and randomly assigned three times - once for each of the three concepts. Treatment-tests, followed by interviews, were used to determine the extent of the presence of relevant concrete props, associated with the concept exemplars used in the three passages, in their cognitive structures. The cloze scores were analyzed with two-way analysis of variance. Results indicated significant differences (.05) between low and moderate amplification on the insect passage and between low and moderate and between low and high amplification on the deciduous tree passage. The latter showed a significant decrease in comprehension. Percentages of subjects having relevant concrete props in their cognitive structures were found to vary greatly. No conclusions were made due to apparent invalidity of the treatment. (Author/EB)

ED 084 144 SE 016 744

Buckridge, Ellen C.

A Survey of Science Teaching in the Public Secondary Schools of the New England, Middle, and Southwest States of the United States.

Pub Date 73

Note—265p.; Ph.D. Dissertation, The Ohio State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-18,872 Microfilm-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Curriculum, Doctoral Theses, Educational Research, Instruction, *Science Institutes, *Science Teachers, *Secondary School Science, Surveys, Teacher Background, *Teacher Qualifications

Identifiers—Research Reports

This study examined the science curricula of approximately 900 public secondary schools, as well as the possible relationship of attendance at National Science Foundation (NSF) sponsored teacher-training institutes, on selected science teacher factors and teaching practices. A unique stratified random sampling procedure, as well as the questionnaires used as instruments for data collection, were developed by members of the Faculty of Science and Mathematics Education at The Ohio State University for use in the National Survey of Science Teaching made concurrently with this study. Five of the six hypotheses examined involved identifying possible significant relationships between science teachers' attendance at NSF institutes and selected learning activities. The sixth sought to identify significant relationships between teacher characteristics and predictor variables in the teaching of science in secondary schools. Descriptive analyses were made, as well as analyses using chi-square contingency tables and simple correlation matrices. The descriptive analysis did provide current and accurate information describing the science teaching practices and conditions as existed in the three regions. A number of significant relationships were identified between attendance at Summer and In-service NSF Institutes and science teachers' use of the various learning activities suggested. (EB)

ED 084 145 SE 016 745

Feerst, Frances

A Comparison of Two Methods of Enriching a Science Curriculum so as to Change the Attitudes of Children Towards the Relevance of Science.

Pub Date 73

Note—144p.; Ph.D. Dissertation, New York University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-19,422 MF-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Curriculum Enrichment, Doctoral Theses, Educational Research, Elementary School Science, *Instruction, *Scientific At-

titudes, *Student Centered Curriculum, *Student Science Interests

Identifiers—Conceptually Oriented Program Elementary Science, COPES, Research Reports

This study placed emphasis on relevance of the science programs and measured the effect of so doing on twelve intact classes of elementary children's attitude toward science. The purpose of the study was to determine the relative effectiveness of two methods of enriching a science curriculum. A portion of the Conceptually Oriented Program in Elementary Science (COPES) was used for the study. The experimental method consisted of modifying the basic curriculum by encouraging the children to look for applications and examples of the science studied in places other than the science class. The control method consisted of the basic curriculum with no added stress on relevance. The groups were matched on grade level, school, teaching experience of the teacher, and the attitude of the teacher towards science. Pre- and posttests for attitude towards the relevance of science, using an attitude inventory devised by the investigator, were administered. Children were tested for achievement, prior to, midway through, and following treatment, using a test adapted from COPES achievement test. The treatment was of five months duration. From the data analyses, it was found that there were no significant differences between the two methods in changing student attitudes toward the relevance of science, or in their overall achievement related to the instructional sequence. Data related to retention of material learned showed significant differences with the experimental group showing the better retention. (Author/EB)

ED 084 146 SE 016 746

Golshan, Mahtash Esfandiari

A Detailed Analysis of a Child's Conception of Physical Phenomena.

Pub Date 72

Note—295p.; Ph.D. Dissertation, University of Illinois at Urbana-Champaign

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-17,218-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Cognitive Development, Cognitive Measurement, Doctoral Theses, *Educational Research, *Elementary School Science, *Learning Processes, Science Education, *Student Behavior

Identifiers—Piaget, Research Reports

Reported is a method of investigating thought processes of an 11-year-old girl concerning physical phenomena such as those underlying the operations of scientific apparatus—platform balance, the spring balance, the magnet, and the pendulum. It was discovered during a period of interviews that the subject's thought processes developed in such a way that her conceptions of different phenomena became more interrelated, and the interrelationships became more dominant. The concept of "deep structure field" (d.s.f.) representing the basic processes that controlled the subject's conceptions of the phenomena, and thus her behavior, provided the theoretical orientation of the study. An analytical system based on the relationships between the properties of media, objects and the actions which were associated with them and comprised of cognitive relational categories (c.r.c.'s) was developed to distinguish the deep structure fields that controlled the subject. The underlying d.s.f.'s were identified in terms of the dynamic regularities in c.r.c.'s. A systematic search for regularities among the c.r.c.'s and their underlying d.s.f.'s and sub-d.s.f.'s provided support for the basic structural pattern with some sharpening of details. (Author/EB)

ED 084 147 SE 016 748

Sikes, William Nick

A Study of the Nature and Effectiveness of the Teaching of Environmental Problems to Gifted Science Students in Texas Public Schools.

Pub Date 72

Note—149p.; Ph.D. Dissertation, The University of Texas at Austin

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-18,497 MF-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Educational Research, *Environmental Education, *Instruction, Learning Activities, Science Education, *Secondary School Science, *Student Attitudes

Identifiers—Research Reports

Reported is a study to determine the nature of the teaching of environmental problems to gifted students and the effectiveness of this teaching on the knowledge and concerns of these gifted students concerning environmental problems. Comparisons were made between environmental science instruction and size of schools, as well as geographical regions involved. Forty gifted science students were identified by means of the University Interscholastic League Science Contest; their science teachers and those professors who taught courses concerning environmental studies on the campus of the University of Texas during the 1971-72 school year were included in the population for the study. A survey administered to the high school science teachers provided the nature of environmental education. Two examinations were used to determine student knowledge. A checklist of environmental concerns was used to determine the concerns of the three groups. The results of the study indicated that environmental studies received little or no attention in the majority of science classes, particularly in physics and chemistry. Students scored higher on the test concerning environmental problems than on those related to principles of science. The students from the large schools scored significantly higher on the environmental problems examination. Comparison of mean rankings of the three groups on environmental problems, responsibility, and influence as listed on the checklist of environmental concerns showed high degrees of correlation. (Author/EB)

ED 084 148 SE 016 750

Ukens, Leon Lynn

The Relationship Between Certain Structure-of-Intellect Abilities and Achievement in a Selected Sequence From the Conceptually Oriented Program in Elementary Science.

Pub Date 73

Note—94p.; Ph.D. Dissertation, New York University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-19,453 MF-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Concept Formation, *Concept Teaching, Doctoral Theses, Educational Research, *Elementary School Science, *Learning Processes, Science Education, *Student Ability, *Student Behavior

Identifiers—Conceptually Oriented Program Elementary Science, COPES, Research Reports

Reported is a study to determine the proper sequencing of the Conceptually Oriented Program in Elementary Science (COPES) on the basis of structure-of-intellect (SI) abilities, provide science teachers with some insight into the kinds of instructional strategies that could be used and help the teacher decide on the timing of particular instruction. The author attempted to determine which SI abilities were related to pupil achievement in the Mechanical Energy Sequence from COPES. Scores on SI tests covering 17 selected abilities were determined for 158 sixth-grade students. A pretest was administered as well as a posttest. Data were analyzed using a stepwise multiple regression with the posttest scores serving as the dependent variable. For the total sample, convergent production of symbolic relations, convergent production of figural transformations, and divergent production of semantic transformation were found to be significant predictors of achievement on the COPES posttest. In comparing results between boys and girls, different but similar SI abilities were found to be significant predictors for each of the groups. Convergent production thinking was found in a number of these abilities as were the three types of SI content. (Author/EB)

ED 084 149 SE 016 775

Tait, Jack

A Drop to Drink. . . A Report on the Quality of Our Drinking Water.

Environmental Protection Agency, Washington, D. C.

Pub Date Jun 73

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Action Programs (Community), *Citizenship Responsibility, *Ecology, Environmental Influences, Natural Resources, *State of the Art Reviews, Water Pollution Control, *Water Resources

Basic information about the quality of our nation's drinking water is contained in this brochure. Written for the general public to familiarize them with the situation, it will also help them evaluate the state of the nation's drinking water as well as that of their own communities. The need to assure reliable sources of healthful drinking water for present needs and future growth is discussed together with a few of the standards already established, areas where improvement is needed, water treatment processes presently in use, and the topics and directions of the Environmental Protection Agency's water hygiene research. It concludes that while efforts at all levels of government are needed, the ultimate success of these efforts will be determined by the degree of concern and vigilance of hometown Americans across the country. Ideas for becoming informed and involved citizens are included. (BL)

ED 084 150 SE 016 807

Science Indicators, 1972.

National Science Foundation, Washington, D. C.

National Science Board.

Pub Date 73

Note—146p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 3800-00146, \$3.35, postpaid \$3.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Annual Reports, Attitudes, *Data Collection, Research, Resources, *Sciences, Scientific Personnel, *Technology

Identifiers—*National Science Board, Research Reports

In this report the National Science Board presents the first results from a newly initiated effort to develop indicators of the state of the scientific enterprise in the United States. The ultimate goal of this effort is a set of indices which will reveal the strengths and weaknesses of U.S. science and technology, in terms of the capacity and performance of the enterprise in contributing to national objectives. Indicators in this report deal with facets of the entire scientific endeavor, as well as certain aspects of technology. They range from measures of basic research activity and industrial research and development, through indices of scientific and engineering personnel and institutional capabilities, to indicators of productivity and the U.S. balance of trade in high-technology products. In addition to graphically presenting the indicators, the report also provides results from opinion and attitude surveys of topics related to the state of science. The first of these is a Delphi survey of the judgments and opinions of a wide cross-section of the scientific and technological community, and the second surveys the attitudes of the public toward science and technology. (Author/JR)

ED 084 151 SE 016 813

Council of Europe Information Bulletin 2/1973.

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Pub Date Jul 73

Note—81p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Building Design, College Admission, *Comparative Education, Conference Reports, Curriculum, *Education, Educational Psychology, Educational Research, *Higher Education, Migrant Education, Post Secondary Education, Secondary Education, Teacher Education, Vocational Education

Identifiers—*Council of Europe

The first part of this document contains reports of committee activities and discussions in five areas: higher education and research, general and technical education, out-of-school education, cultural development, and educational documentation and research. The second part includes a progress report of the Council and reports from the eighth session of the Standing Conference of European Ministers of Education. Reports from the session are full texts of papers dealing with different aspects of educational needs of the 16-19 age group and areas for intensified European cooperation. Resolutions by the Standing Conference on these topics are also presented. (JP)

ED 084 152 SE 016 901
Council of Europe News-Letter 4/73.
 Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.
 Pub Date 73
 Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—*Education, Educational Change, *Educational Policy, Educational Programs, Expenditures, *Higher Education, *Newsletters, Organizational Change, Preschool Programs, Teacher Education
 Identifiers—Council of Europe

Excerpts from four documents on national education policy are reprinted in this newsletter. The two papers written in English include the United Kingdom's government white paper, "Education: A Framework for Expansion," and a summary of the report of Sweden's U68 Committee on Higher Education. The other two papers are written in French and are concerned with the Swiss committee report on secondary education of the future and the Netherlands' draft bill on development of higher education. (DT)

ED 084 153 SE 016 904
 Botts, Truman, Ed.
Conference Board of the Mathematical Sciences Newsletter, Volume 8, Number 4.
 Conference Board of the Mathematical Sciences, Washington, D.C.
 Pub Date Oct 73
 Note—20p.

Available from—Conference Board of the Mathematical Sciences, 834 Joseph Henry Building, 2100 Pennsylvania Avenue, N.W., Washington, D.C. 20037 (\$4.00 subscription of 4 issues)

EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—*Doctoral Programs, Mathematical Applications, *Mathematics Education, Newsletters, Occupational Choice, *Occupations, *Research and Development Centers
 Identifiers—*Mathematics Contests

Among the articles in this newsletter are discussions concerning the employment of mathematicians in industry and questioning the necessity of some of the present doctoral programs in the mathematical sciences. Other articles include details of the organization and the members of the Policy Council of the National Institute of Education and a description of the Second U.S.A. Mathematical Olympiad. (DT)

ED 084 154 SE 016 994
 Geeslin, William Edward
An Exploratory Analysis of Content Structure and Cognitive Structure in the Context of a Mathematics Instructional Unit.

Pub Date Jul 73
 Note—213p.; Ph.D. Dissertation, Stanford University

EDRS Price MF-\$0.65 HC-\$9.87
 Descriptors—*Cognitive Development, Cognitive Processes, Doctoral Theses, Elementary School Mathematics, *Learning, Learning Processes, *Mathematics Education, *Probability, Programmed Instruction, *Research, Secondary School Mathematics, Structural Analysis
 Identifiers—School Mathematics Study Group, SMSG

Digraphs, graphs and task analysis were used to map out the content structure of a programed text (SMSG) in elementary probability; mathematical structure was operationally defined as the relationship between concepts within a set of abstract systems. The word association technique (WA) and paragraph construction technique (PC) were used to measure the existing relations (cognitive structure) in S's memory with respect to the probability theory present in the text. The purpose of this study was to measure the influence of content structure (mathematical structure) of the text on the subjects' cognitive structure. Control and experimental Ss (W=181) were sixth-grade, eighth-grade and high-school (grades 9-12) students. Experimental Ss read the probability text while the others read a programed text unrelated to probability. Ss were pre- and post-tested and given retention tests. Results indicated that the experimental Ss' measured cognitive structure highly resembled the text's content structure following instruction. The WA and PC test also appeared to be useful for formative evaluation of the programed text and gave different information than did achievement tests. (JP)

ED 084 155 SE 016 995
 Huff, George A.
Geometry and Formal Linguistics.
 Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Spons Agency—National Science Foundation, Washington, D.C.
 Report No—TR-201

Pub Date Apr 73
 Note—65p.; Psychology and Education Series

EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—Concept Formation, *Geometry, Learning, *Linguistics, Mathematical Concepts, *Mathematics, Research, *Structural Analysis, *Structural Linguistics, Topology

Identifiers—Proof (Mathematics)

This paper presents a method of encoding geometric line-drawings in a way which allows sets of such drawings to be interpreted as formal languages. A characterization of certain geometric predicates in terms of their properties as languages is obtained, and techniques usually associated with generative grammars and formal automata are then applied to the geometric framework. Section 1 of the paper specifies the geometric framework; section 2 develops the background material on formal languages, grammars, and automata; section 3 is concerned with geometric predicates; section 4 covers invariance theorems; and section 5 indicates areas for further investigations. (DT)

ED 084 156 SE 017 001
 Townsend, Neal R. Wheatley, Grayson H.
Frequency of Tests and Feedback of Test Results in Calculus Classes.

Pub Date [73]
 Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement, Calculus, *College Mathematics, Feedback, Instruction, *Mathematics Education, *Research, *Teaching Techniques, Testing
 Identifiers—Research Reports

A three-factor design was used to determine the effects of testing frequencies and feedback delays on college students' achievement in a beginning calculus course. Four test-period frequencies—daily quizzes (5-10 minutes), weekly quizzes (20-30 minutes), three midterm exams, or one midterm exam—were used. Two feedback-delay-levels for test returns were set at next class meeting or three-day delay on quizzes, and one week for exams. Subjects were blocked on ability level (SAT scores) yielding the third dimension of the design. A constructed achievement test with .78 reliability was used as a criterion measure; the test was multiple-choice. Data from an attitude measure and a chi-square test for differences in dropout proportions are reported as well as the results of the three-factor analysis of covariance. In general, classes given short daily quizzes had higher achievement scores and classes with the delay in feedback were significantly better than the class receiving results the next meeting. No attitude differences were found nor any interaction due to aptitude level. (JP)

ED 084 157 SE 017 006
 Alo, Richard A.
A Collaborative Learning Approach for Undergraduate Numerical Mathematics.

Pub Date Jun 73
 Note—14p.; Paper presented at the Conference on Computers in the Undergraduate Curricula (4th, Claremont, California, June 18-20, 1973)
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Mathematics, Computer Oriented Programs, Course Descriptions, *Course Organization, *Curriculum, Curriculum Development, Group Activities, *Instruction, Instructional Innovation, *Teaching Techniques
 Identifiers—Numerical Methods

Described is an undergraduate numerical analysis course organized around projects and tasks assigned to student teams. Most teams had five students within which the student with the most computer programming experience assumed the leadership role. The leaders' responsibility extended to distribution of work assignments and coordination of group interaction. Intragroup cooperation, leadership or lack of leadership and assignment of individual final grades are among the topics and problems discussed. (JP)

ED 084 158 SE 017 010
 Searle, Barbara W. And Others
Structural Variables Affecting CAI Performance on Arithmetic Word Problems of Disadvantaged and Deaf Students.

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No—TR-213
 Pub Date Sep 73

Note—32p.; Psychology and Education Series
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computer Assisted Instruction, Curriculum, Curriculum Development, Deaf Children, *Deaf Education, *Disadvantaged Youth, *Elementary School Mathematics, Low Achievers, Mathematics Education, *Problem Solving, *Research, Structural Analysis

Using the capability of the computer, the authors have designed an instructional program that emphasizes students' problem solving skills instead of their computational skills and that allows the collection of a large and detailed data base. This report describes the procedures used to (1) identify structural variables that affect students' performance on arithmetic word problems presented at a computer terminal, (2) identify variables for structuring a computer-based problem-solving curriculum, and (3) assess the usefulness of the identified variables as predictors of student performance on the newly structural curriculum. Fourth-, fifth- and sixth-grade students who were from one to three years below average in arithmetic computation skills were used as subjects for developing and testing the program and variable predictors. Approximately two-thirds were black students from an economically depressed area and the remainder came from schools for the deaf. Results of several regression analyses revealed that it is possible to account for a substantial portion of the variability in student responses using significant correlation between the deaf and hearing students on a rank-order of the problem difficulty level. (JP)

ED 084 159 SE 017 013
 Reardsley, Leeh M.
Order in Number, Monograph No. 3.
 Michigan Council of Teachers of Mathematics.

Pub Date Oct 73
 Note—42p.; Guidelines for Quality Mathematics Teaching

Available from—MCTM Publications Chairman, 2165 East Maple Road, Birmingham, Michigan 48008 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Activity Learning, Curriculum, Educational Games, *Elementary School Mathematics, Guidelines, *Instruction, Mathematics Education, *Number Concepts, Numbers, *Teaching Guides, Teaching Techniques

This monograph attempts to provide the teacher with examples, techniques, and tips for developing order in number. Topics covered include pre-number order and classification; beginning number activities; number lines; the 100-square counting chart; ordering the integers; fractional numbers; and games, counting rhymes, and other activities. A vocabulary list, a resource list with names and addresses of suppliers, and a short bibliography are included. (DT)

ED 084 160 SE 017 023
 Idleman, Hillis K.
Coping With the Problems of a Technological Age, Part I.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date 73
 Note—56p.; One of a series for expanded programs in Consumer Education

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computers, *Consumer Education, *Curriculum, *Environmental Education, Instruction, Mathematical Applications, Mathematics Education, *Secondary School Science, *Teaching Guides, Technology

This is the tenth module in the series "Expanded Programs of Consumer Education" and is suggested for use either as a discrete unit or with other units in the series. In Part I, technology and its effects are defined and explained, with automation and computers briefly considered. The topics of pollution, recycling, energy sources, and

the energy crisis are dealt with. For each topic in this guide, desired student understandings are specified, pupil and teacher learning activities are suggested, and sources of information are cited. (DT)

ED 084 161 SE 017 026

Ellis, June

Algebra 2P, Mathematics (Experimental): 5216.21.

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—26p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Algebra, Behavioral Objectives, *Curriculum, Instruction, Mathematics Education, *Objectives, *Secondary School Mathematics, *Teaching Guides, Tests

Identifiers—*Quinmester Program

This is the first of six guidebooks on minimum course content for second-year algebra. A survey of the real and complex number systems, solving linear equations and inequalities in one variable, and operations with polynomials are covered in this booklet. Course goals are stated, a course outline is provided, performance objectives are specified, and textbook references keyed to the performance objectives are given. Sample pretest and posttest items are included, along with a bibliography of 16 references. For other booklets in the second-year algebra series, see SE 017 027. (DT)

ED 084 162 SE 017 027

Ellis, June

Algebra 2r, Mathematics (Experimental): 5216.23.

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—15p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Algebra, Behavioral Objectives, *Curriculum, Instruction, Mathematics Education, *Objectives, *Secondary School Mathematics, *Teaching Guides, Tests

Identifiers—*Quinmester Program

The third in a series of six guidebooks on minimum course content for second-year algebra, this booklet covers relations, functions, and solving and graphing linear equations, linear inequalities, systems of equations, and systems of inequalities. Overall course goals are specified, a course outline is provided, performance objectives are listed, and text references keyed to the performance objectives are given. A sample posttest is included along with a 13-item bibliography. For other booklets in this series, see SE 017 026. (DT)

ED 084 163 SE 017 028

Walt, Jack

Geometric Construction, Mathematics: 5211.61.

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—31p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, *Curriculum, *Geometric Concepts, Instruction, Mathematics Education, *Objectives, *Secondary School Mathematics, *Teaching Guides, Tests

Identifiers—*Quinmester Program

An optional guidebook designed to follow the study of Mathematical Structures, this booklet specifies minimum course content for introductory geometric constructions and concepts. It includes the use of geometry tools, and covers basic geometric figures and congruence, angles, perpendiculars and parallels, triangles, perimeter and circumference, area and volume, symmetry, and similarity. Overall course goals are listed, teaching strategies suggested, performance objectives stated, a course outline provided, and textbook references keyed to the outline are included. Test items are given, plus an annotated listing of seven references. (DT)

ED 084 164 SE 017 029

Gordon, Marjorie Wilson, Pamela

Mathematical Structures 1, Mathematics (Experimental): 5211.21

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—24p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, *Curriculum, Fractions, Grade 7, Instruction, Mathematics Education, *Number Concepts, *Objectives, Prime Numbers, *Secondary School Mathematics, *Teaching Guides, Tests, Whole Numbers

Identifiers—*Quinmester Program

This is the first of two guidebooks for Grade 7 recommended to build fundamental concepts necessary for success in algebra. Topics covered include numeration systems, operations in non-decimal bases, whole numbers, factors and primes, and fractions. Goals for the course are stated, then, for each topic, performance objectives, a course outline, references, and suggested teaching strategies are provided. Posttest items are included, along with a list of twelve references. For the second guidebook in this series, see ED 067 293. (DT)

ED 084 165 SE 017 030

Allen, William B.

Practical Statistics, Mathematics: 5212.19

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—31p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, *Curriculum, Graphs, Instruction, Mathematics Education, *Objectives, *Secondary School Mathematics, *Statistics, *Teaching Guides, Tests

Identifiers—*Quinmester Program

This guidebook on minimum course content for a study of statistical measures is designed to develop students' appreciation of the role of statistics in everyday living. The primary emphasis is on activities centered on the collection and organization of data from daily happenings. Overall course goals are specified, a course outline and suggested teaching strategies are provided, performance objectives are listed and text references and a sample posttest are included. (JP)

ED 084 166 SE 017 031

Worthington, Carolyn B.

Practical Trigonometry, Mathematics (Experimental): 5219.05.

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—35p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, *Curriculum, Instruction, Mathematics Education, *Objectives, *Secondary School Mathematics, *Teaching Guides, Tests, *Trigonometry

Identifiers—Logarithms, *Quinmester Program

Designed for the student who has competence in general mathematical skills and who has interest in solving practical problems, this guidebook on minimum course content seeks further development of computational and problem solving skills through the applications of trigonometry and base ten logarithms. Overall course goals are specified, a course outline and suggested teaching strategies are provided, performance objectives are listed and text references and a sample posttest are included. (JP)

ED 084 167 SE 017 032

Blanford, Doris K. Thornton, James E., Jr.

Pure Mathematics I, Mathematics (Experimental): 5211.31.

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—28p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, *Curriculum, Grade 7, Graphs, Instruction, Integers, Mathematics Education, *Number Concepts, *Objectives, Rational Numbers, *Secondary School Mathematics, Set Theory, *Teaching Guides, Tests

Identifiers—*Quinmester Program

This is the first in a series of three guidebooks on minimum course content for gifted grade seven students who will begin algebra in grade eight. The topics covered include integers, sets, number properties, open sentences, and graphing; concepts are stressed. Overall course goals are specified; a course outline, performance objectives, suggested teaching strategies and text references are listed. A pretest and a posttest are also included. (For the third booklet in the series, see ED 079 132.) (JP)

ED 084 168

SE 017 033

SFT Measurement and Construction, Mathematics (Experimental): 5212.49.

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—19p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, *Curriculum, *Geometric Concepts, Instruction, Mathematics Education, *Objectives, *Secondary School Mathematics, *Teaching Guides, Tests

Identifiers—*Quinmester Program

This is the fourth in a series of four guidebooks on minimum course content designed to develop geometric concepts intuitively, using the "slide, flips, and turns" approach developed by the University of Illinois Committee on School Mathematics. Topics covered are: area; ratio; similarity; construction using ruler, compass, and protractor; and work with directed numbers. Overall course goals are specified; a course outline, performance objectives and suggested teaching strategies are listed. A pretest and a posttest are also included. (JP)

SO

ED 084 169

SO 005 988

Bye, Edgar C.

How to Conduct a Field Trip. How to Do It Series, Number 12.

National Council for the Social Studies, Washington, D.C.

Pub Date 67

Note—8p.

Available from—National Council for the Social Studies, 1201 Sixteenth Street, Washington, D.C. 20036 (\$0.25; Quantity Discounts)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Classroom Techniques, Community Resources, *Enrichment Experience, Evaluation Methods, *Field Trips, Resource Materials, Safety, *Social Studies, Teacher Responsibility, Teacher Role, Teaching Guides, *Teaching Methods

This guide, one of a series of bulletins designed to aid the social studies teacher, relates the process of conducting a field trip. Such questions as what is a field trip, why have them, and who is involved are answered. Details of financing and scheduling are reviewed, noting special precautions of liability and safety. General preparation aspects discussed are ascertaining pupils' need for field trips and what community resources are available, keeping track of information, and determining the types of trips to take. Specific preparations mentioned include setting up objectives, teacher study of related literature and development of class work, and making the definite arrangements. Techniques for conducting a successful trip are supplemented by suggestions of further resource materials. The problem of appraising field work is approached from the question of the value of field studies as an educational technique in general and from concern with devising instruments for the evaluation of particular trips. A bibliography lists general materials, articles on what others are doing, and films and filmstrips. Related documents are SO 005 979-SO 006 000. (KSM)

ED 084 170

SO 005 990

Gross, Richard E.

How to Handle Controversial Issues. How to Do It Series, Number 14.

National Council for the Social Studies, Washington, D.C.

Pub Date 64

Note—8p.

Available from—National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$0.25; Quantity Discounts)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Classroom Techniques, Conflict, Decision Making, Democratic Values, Freedom of Speech, Local Issues, Opinions, *Political Issues, Problem Solving, Productive Thinking, *Social Problems, *Social Studies, Teacher Role, Teaching Guides, *Teaching Methods, Teaching Techniques, Values

Identifiers—*Controversial Issues

One of a series of bulletins designed to aid social studies teachers, this issue serves as a guide in handling controversial issues in the classroom. The need for a policy statement from the local board of education is noted as the first step in allowing the free exchange of ideas. Considerations in deciding to study an issue are suggested: whether the issue is beyond the maturity level of the pupils; if it is of interest to them; if the teacher feels he can handle it from a personal standpoint; if adequate study materials can be obtained; if there is adequate time to justify its presentation; and if it will clash with community attitudes. A possible approach to controversial problems is broken into four aspects: preparation, introduction, investigation, and culmination. Special emphasis is on introductory techniques. The topic of appropriate pupil action in school and community is discussed as a natural outgrowth of the study of these issues. The teacher's role in working for consensus is observed as important in dealing with diverse opinions. A selected bibliography lists journal and yearbook articles from 1938 to the present. Related documents are SO 005 979 through SO 006 000. (KSM)

ED 084 171 SO 006 181
Guidelines for the Evaluation and Selection of Textbooks in the Treatment of Minorities (Especially in Social Studies).

New Mexico State Dept. of Education, Santa Fe. Spons Agency—Office of Education (DHEW), Washington, D.C.
 Pub Date 15 May 73
 Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Check Lists, Ethnic Groups, *Evaluation Criteria, Guidelines, *Minority Groups, *Social Studies, *Textbook Evaluation Identifiers—*New Mexico

This document, part of which is in checklist form, sets forth a set of criteria for analyzing materials which are relevant for the education of minority groups. The checklist itself consists of 29 items, each of which must be judged on a scale ranging from "superior" to "not pertinent." Some sample evaluation questions are: (does the book) 1) include materials on minorities where relevant? 2) reflect respect for personal and cultural differences and the worth and importance of the individual? 3) give attention to holidays, festivals, religious observances of various minority groups without stereotyping? A list of six references is given. (OPH)

ED 084 172 SO 006 190
Hunkins, Francis P. Spears, Patricia F.

Social Studies for the Evolving Individual.
 Association for Supervision and Curriculum Development, Washington, D.C.

Pub Date 73

Note—80p.

Available from—Association for the Supervision and Curriculum Development, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$3.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Citizenship, Curriculum Design, *Curriculum Development, Educational Change, Educational Philosophy, Educational Principles, Educational Theories, Evaluation Methods, *Individual Power, Models, Relevance (Education), *Social Sciences, *Social Studies, Student Centered Curriculum, Teacher Education

In reviewing the situation in social studies education in general and the place of social studies in the curriculum, this paper focuses on the concept of the evolving individual, a person characterized in social studies curriculum by encountering, decision-making, and taking action. Chapter I, a position statement, discusses the nature and goals of the social studies as distinguished from the social sciences and outlines the parameters of a social studies program in line with the position taken. The current status of citizenship education and implications for changes in citizenship education are considered in Chapter II in relation to curriculum development. Chapter III presents an example of the curriculum for the evolving individual, and discusses definitions of curriculum and its components. A curriculum model for action is developed in diagrammatic fashion, the learning encounter envisioned with components adjustable to individual needs. Issues in evaluating the model are discussed in Chapter IV; implications for continuing teacher education in

Chapter V; and reflections on the challenge of pursuing an education for evolving individual conclude Chapter VI. (KSM)

ED 084 173 SO 006 297

El-Ghannam, Mohammed A.
Education in the Arab Region Viewed from the 1970 Marrakesh Conference. Educational Studies and Documents Number 1.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 71

Note—58p.

Available from—Unipub, Inc., Post Office Box 433, Murray Hill Station, New York, New York 10016 (\$1.50)

Document Not Available from EDRS.

Descriptors—*Comparative Education, Conference Reports, Data Analysis, *Educational Needs, *Educational Planning, Educational Problems, Educational Quality, *Educational Strategies, Educational Technology, *Educational Trends, International Organizations, Literacy Education, Secondary Education, Sex Discrimination, Vocational Education Identifiers—*Arab States

Designed to provide a comprehensive and concise picture of education in the Arab region, this booklet is the outgrowth of one of a series of conferences organized by UNESCO. The material is organized into three sections: the social and economic background of the Arab region; recent achievements and existing problems of education in the Arab region; and the work and resolutions of the Marrakesh Conference, including concluding educational perspectives in the Arab region for the 1970's. Special attention is given to the subjects of integration of educational plans into comprehensive plans, the balance between the types of secondary education and between the different levels of education, the quality of education, technical education and its expansion, access of girls to education, and functional literacy. Presented in the appendices are perspectives for formal education in the Arab States (1968/69-1980/81) and tables relating to educational achievements and problems discussed in the text. (Author/KSM)

ED 084 174 SO 006 303
Cousins, Jack E., Ed.

History and the Social Sciences in Colorado. Newsletter of the Colorado Council For The Social Studies. Volume 3, Number 1.

Colorado Council for the Social Studies, Boulder.

Pub Date Dec 72

Note—10p.

Available from—Colorado Council for the Social Studies, Attention: Philip Cohen, Boulder Valley Schools Education Center, 6500 Arapahoe Avenue, Boulder, Colorado 80302 (\$3.00; published twice annually)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Course Content, Cross Cultural Studies, Fundamental Concepts, History, *History Instruction, Inquiry Training, Learning Experience, Middle Class Values, *Newsletters, Projects, Resource Materials, Secondary Education, Simulation, *Social Sciences, *Values, Western Civilization, *World History Identifiers—Process Education

World history is the topic of this issue of "History and the Social Sciences in Colorado." The major article, "Experiencing World History," concerns the content and processes of a world history curriculum developed and piloted by Utah State University. The object of the units is for the middle-class, teenage American to discover his identity in an imperfect society to which he would like to make a contribution. He does so through an empathetic study of the values of earlier epochs which set the model on which we now function. Four approaches to the content are used: 1) history as a process; 2) a tentative attitude towards historical circumstances; 3) an observance of dynamic tension between change and continuity in society; and 4) replacement of emphasis on chronological detail by a sense of general development of societies. Sources for teachers are listed under categories of world order, simulation, law, economics, and peace studies/international relations. Seven curriculum projects and materials for history, economics, values education, and social issues are briefly discussed and details given for further information. Three professional resources for history and the social sciences are suggested. (Author/KSM)

ED 084 175

Knox, Gary A.

SO 006 450

Social Studies Teacher Self-Diagnosis Inventory. A Self-Investigation Designed to Establish Priorities for Change within Social Studies Education.
 Marin County Superintendent of Schools, Corte Madera, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 1 Jul 70

Note—91p.; Marin Social Studies Project

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Action Research, Bibliographic Citations, Course Evaluation, Curriculum Development, Educational Change, Effective Teaching, Measurement Instruments, *Programmed Materials, Program Effectiveness, *Program Evaluation, Program Improvement, Projects, Resource Guides, Self Evaluation, *Social Studies, *Teacher Evaluation, Teaching Methods

This self-diagnosis inventory for social studies teachers is intended to help teachers analyze and evaluate their social studies programs and practices in terms of recent findings in order that teachers, departments, and schools may better establish explicit priorities for efforts to improve classroom instruction. The inventory is designed to reveal gaps between practice and theory. It consists of several programmed sections constructed around a series of statements about social studies education to which the user is asked to respond. This system makes it possible for the user to compare his views and his program with those of social studies education researchers and curriculum developers. A bibliography provides information about resources cited in the inventory. Related documents are SO 006 451-SO 006 454. (SHM)

ED 084 176 SO 006 451

MSSP [Marin Social Studies Project]. Field Test Results 1968-69; 1969-70.

Marin County Superintendent of Schools, Corte Madera, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 70j

Note—109p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Curriculum Evaluation, *Curriculum Planning, Elementary Grades, Instructional Materials, Primary Grades, Program Evaluation, Projects, Secondary Grades, *Social Studies, Student Reaction, Teacher Attitudes

During the first two years of operation the Marin Social Studies Project field tested a variety of newly developed social studies curriculum materials throughout Marin County. This document is a compilation of the data which was collected from teachers and students regarding these materials. The results are reported in three sections: primary (K-3), elementary (4-6), and secondary (7-12). The first part of each section contains student responses to questions given in percentages. Unedited responses of the teachers who used the experimental materials in their classrooms are included. Related documents are SO 006 450-454. (Author/SHM)

ED 084 177

Bond, David J.

SO 006 452

Curriculum Materials Examination System.

Marin County Superintendent of Schools, Corte Madera, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 1 Aug 70

Note—65p.; Marin Social Studies Project

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Evaluation, *Curriculum Planning, Educational Objectives, Educational Strategies, *Guidelines, Media Selection, Program Evaluation, Projects, *Social Studies

This document is a guideline for selection and evaluation of social studies curriculum materials developed by the Marin Social Studies Project. Questions are presented which will help in the examination of materials so that specific strengths and weaknesses in the materials can be determined. Consideration is given to the objectives and rationale of the materials, inquiry processes and topics presented, recommendations of appropriate teaching strategies, means of student motivation, appropriate media forms, and related evaluation instruments. A checklist for curriculum materials evaluation is included to aid the

selector in quantification of the evaluation and in making comparisons among alternative sets of materials. Related documents are SO 006 450-SO 006 454. (SHM)

ED 084 178

SO 006 453

Knox, Gary A.

If It Ain't Survival...It's Catastrophe: A Social Studies Curriculum for a Modern World.

Marin County Superintendent of Schools, Corte Madera, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 1 Sep 70

Note—129p.; Marin Social Studies Project

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Cognitive Processes, Course Content, *Curriculum Development, *Curriculum Planning, Educational Change, Educational Improvement, *Educational Objectives, Learning Characteristics, Models, *Program Descriptions, Projects, *Social Studies, Student Characteristics, Teaching Methods

The goal of the Marin Social Studies Project was to present a relevant and comprehensive design for American social studies education and to serve as a change agent by providing rational and viable alternatives to present practices. This paper documents the development of this curriculum design, defining the purpose of teaching and the nature of students and learning. A model by which educators can identify general objectives necessary for a humane survival social studies curriculum is presented and each prerequisite for a curriculum based on education for survival in a civilized and changing world is discussed. Emphasis is placed on how the interdependent discipline of social studies can best function to develop self-actualizing learners into more rational decision-makers about human behavior and social interactions. Related documents are SO 006 450-SO 006 454. (Author/SHM)

ED 084 179

SO 006 454

Knox, Gary A.

Child Development and Social Studies Curriculum Design: Toward a Rationale.

Marin County Superintendent of Schools, Corte Madera, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 1 Feb 70

Note—84p.; Marin Social Studies Project

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographic Citations, *Child Development, Curriculum Development, *Curriculum Planning, *Developmental Psychology, Educational Strategies, Elementary Grades, Guidelines, Human Development, Intellectual Development, Intermediate Grades, Kindergarten, Learning Activities, *Learning Readiness, Literature Reviews, Preschool Learning, Projects, Research, Secondary Grades, *Social Studies

This paper is a working draft of a study which has examined the accumulated research on child growth and development. The draft is designed as an input paper to enable the Marin Social Studies Project to refine its rationale and criteria for a recommended K-12 social studies program of curriculum options. Identification of the capabilities of maturing students is an aid in determining legitimate curricular guidelines. Related documents are SO 006 450-SO 006 454. (SHM)

ED 084 180

SO 006 455

Suh, Bernadyn K.

Quantitative and Qualitative Evaluation of Social Studies Textbook Content.

Pub Date 70

Note—41p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classification, *Elementary Education, Evaluation Methods, *Models, Questionnaires, *Social Studies, Statistical Analysis, Textbook Bias, Textbook Content, *Textbook Evaluation, *Textbooks, Textbook Selection, Textbook Standards

Identifiers—Hawaii

A model of social studies textbook analysis and evaluation is developed in this paper and is applied to the analysis and evaluation of the content on Hawaii in selected elementary school social studies textbooks. Innovative methods of content analysis and evaluation of textbook presentations were developed and applied to the subject of Hawaii to attain the widest scope of appraisal

possible. The textual content was identified, categorized, and synthesized into a questionnaire. Based on the appraisal of the questionnaire by a jury of eminent scholars on Hawaii, the textual content was quantitatively evaluated for its accuracy, importance, and acceptability. The results of the individual textbook evaluation can help teachers and curriculum developers decide, both quantitatively and qualitatively, which textbook is preferable in such aspects as: the amount of coverage, accuracy, and distribution and importance of content. The structure of the paper is as follows: Introduction; Procedures; Quantitative Evaluation of the Textual Content; Qualitative Appraisal of the Textual Content; Summary and Recommendations; Tables; Selected References; and Appendix (bibliography of elementary social studies textbooks investigated). (Author/KSM)

ED 084 181

SO 006 463

Third Operational Year. End of Grant Period. Report of a Center for the Development of Localized Materials.

Madison Joint School District 8, Wis.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Wisconsin State Dept. of Public Instruction, Madison. Center for Research and Program Development.

Pub Date 15 Jul 70

Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Resources, *Community Study, *Curriculum Development, *Curriculum Evaluation, Field Studies, Formative Evaluation, Human Resources, *School Community Relationship, Summative Evaluation

Identifiers—*Localized Materials

The project developed localized instructional materials about Madison and Wisconsin in an effort to help preserve the community's talents and cultural and educational resources for greater student use over an extended period. Teachers and coordinators field tested and evaluated the materials in thirty-four school districts. Children, from urban, suburban, and rural areas, used materials in the form of slide sets with scripts, narrative tapes, guidebooks, pictures, charts, bulletin board displays, and other resources which were designed to make them aware of their community, of community problems, government, the natural environment, the arts, history, and vocational opportunities. Different types of evaluation consisted of classroom and community advisor's evaluation, telephone surveys, and workshop evaluations by principals and teachers. Unpredicted outcomes for the 1969-70 year included a growing number of requests from outside the project area, and 31,470 persons using the materials within the project area. Teachers, in their favorable and enthusiastic comments about the project, stated that changes occurred in ways that students perceived their community, more parents were involved, and students gained more specific information on which to base their decisions. The project will be continued with local support under the Madison Public Schools' Curriculum Department. (SJM)

ED 084 182

SO 006 465

Teacher Features. A Northern Colorado Educational Board of Cooperative Services Special. Volume 1, Number 1.

Northern Colorado Educational Board of Cooperative Services, Boulder.

Pub Date Oct 73

Note—8p.

Available from—Ms. Linda M. Simons, Director of Information Services, NCEBOCS, 380 South Lincoln, Longmont, Colorado 80501 (free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Innovation, *Educational Programs, Educational Resources, Environmental Education, Information Dissemination, Mathematics Education, *Newsletters, *Teacher Education, Workshops

Although this bimonthly newsletter is prepared for teachers in Northern Colorado Educational Board of Cooperative Services (NCEBOCS) member school districts, information is included which would be useful to teachers outside the area. Teacher viewpoints, activities, approaches, and resources are compiled, among other items. The focus is on announcing new discoveries of classroom ideas that work, projects and programs of interest, and special events and workshops. The feature article describes a leadership training

program for elementary math teachers in which participants share ideas, learn by doing and then plan workshops built around these concepts for fellow teachers in their own districts. Regular features include an environmental education column, and a calendar of events for teachers. Through the newsletter NCEBOCS disseminates news about educational programs and services, information about its operation, and further, facilitates the exchange of information about other programs engaged in innovative educational practices. The newsletter is free to those who wish to have their name placed on the mailing list. (SJM)

ED 084 183

SO 006 466

International Peace Research Newsletter. Volume XI, Numbers 1 and 2. Spring 1973.

International Peace Research Association, Oslo (Norway).

Pub Date 73

Note—40p.

Available from—Editorial Office, International Peace Research Newsletter, Post Office Box 5052, Oslo 3, Norway (Subscription Non-members \$4.00; Non-Members in North America \$5.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conflict Resolution, International Organizations, *Newsletters, *Peace, Projects, *Research

This issue, focusing on peace education, is one of approximately six newsletters which are issued each year by International Peace Research Association (IPRA). The purposes of IPRA are to conduct interdisciplinary research dealing with conditions of peace and causes of war; promote national and international studies and teaching related to the pursuit of peace; facilitate contacts between world scholars; and disseminate peace research. Four major sections in this newsletter deal with: 1) a letter from the Secretary of the Education Committee; 2) detailed reports on two conferences, namely, Education for Peace and Social Justice and Conference of the IPRA Education Committee, in which the Education Committee has been involved; 3) descriptions of different institutions and projects of peace education; and 4) news announcements concerning appointments, grants, and conferences. (SJM)

ED 084 184

SO 006 468

A Status Study of Elementary and Middle/Junior-High School Music Education in Rhode Island, 1973. Final Report.

Rhode Island Univ., Kingston. Dept. of Music.

Pub Date May 73

Note—59p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Data Analysis, *Educational Needs, Educational Research, *Educational Status Comparison, Elementary Education, Evaluation Criteria, Junior High Schools, Middle Schools, *Music Education, *Music Facilities, Program Evaluation, Questionnaires, *Standards, State Surveys

This final report and status study codified the professional dimension of existing educational programs in music at the elementary and middle/junior high school levels in Rhode Island public schools. A substantial portion of the questionnaire sent to listed music instructors in the state of Rhode Island was composed of applicable minimum optimum standards for music programs. Results were shown in a respondent profile, a job description profile, music facilities profile, and scheduling factors, accompanied by tables itemizing the level and area of teaching responsibility. To summarize the results, the level-area profiles were compared to standard models, and a model of each level area category was offered in numerical order with interjected standards. Broad conclusions drawn from the results point to the major observation that the music education in Rhode Island elementary and middle/junior high schools, for the most part, is poorly supported in terms of staffing, equipment, materials, and scheduling considerations. Copies of the questionnaire, covering letter, and follow-up letter are appended. (Author/KSM)

ED 084 185

SO 006 469

Todd, Frederick W.

Social Policy Planning Programs and Prospects.

National Inst. of Mental Health (DHEW), Rockville, Md. Center for Studies of Metropolitan Problems.

Pub Date 1 Sep 72

Note—234p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*City Planning, Comparative Analysis, Educational Objectives, Educational Planning, *Educational Policy, Graduate Study, Higher Education, *Policy Formation, Program Descriptions, Program Evaluation, Regional Planning, *Social Planning, *Social Problems, Social Systems

This study, a monitor of four experimental training programs in the field of social policy planning, has as its purpose to assess program development and outcomes and to relate any significant findings useful in educational program development for social policy professionals. The programs are discussed at two levels: individually in terms of their own objectives, curriculum, faculty, performance, and self-evaluation; and collectively in the larger context of university education and the city planning professions. The four programs are located at universities in Puerto Rico, Florida, North Carolina, and California. Two types of training programs, instrumental and clinical, are differentiated, and the associated strengths and weaknesses of each general type are analyzed. The assessment observes that the programs have not constituted major advances in graduate planning education, nor fully met their own objectives. It is argued that the programs reflect a consistent pattern of thinking regarding the nature of social structure and social problems that carries with it an implicit orientation to the status quo. The appendices list illustrative course listings and program sequences. References are included. (Author/KSM)

ED 084 186 SO 006 471

Arts Impact: Curriculum for Change. A Summary Report.

Pennsylvania State Univ., University Park.

Spons Agency—Office of Education (DHEW), Washington, D.C. Arts and Humanities Program.

Pub Date Mar 73

Note—53p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Art Education, Change Agents, Changing Attitudes, *Curriculum Development, Data Analysis, Educational Innovation, *Educational Strategies, Evaluation Methods, Fine Arts, *Humanities Instruction, Inservice Teacher Education, *Interdisciplinary Approach, Models, Program Evaluation, Projects, Summative Evaluation

The summary report of the Interdisciplinary Model Programs in the Arts for Children and Teachers (IMPACT) is presented in three sections: Introduction, Project Sites, and Evaluation Results. The introduction consists of an overview, describing the background and site selection, and of the evaluation procedures for the first and second years of the program, with tables of data and notes on the limitations of the project and project evaluation. Part II concerns the five project sites, noting the settings, objectives, and administrative structures, and strategies, such as inservice programs, workshops, visiting and resident artists, community volunteers, and resource teams. Part III, Evaluation Results, presents findings, observations, and recommendations. The findings focus on common program attributes and changes in teachers' attitudes and behaviors as related to project objectives. Observations of the effects of and on administrators, teachers, students, and curriculum change are made. Recommendations for those interested in fostering curriculum change with regard to curricula in the arts, and also with regard to other areas of the curriculum are directed to curriculum planners/funding agencies, school personnel, and evaluators. A related document is SO 006 205. (Author/KSM)

ED 084 187 SO 006 473

The Henrietta Szold Institute. National Institute for Research in the Behavioral Sciences. Report on Activities 1967-1969.

Henrietta Szold Inst., Jerusalem (Israel); National Inst. for Research in the Behavioral Sciences, Jerusalem (Israel); Ruth Bressler Center for Research in Education, Jerusalem (Israel).

Pub Date Jul 70

Note—169p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Behavioral Science Research, *Behavioral Sciences, *Comparative Education, Culturally Disadvantaged, Economic Fac-

tors, *Educational Research, Institutional Role, Nonformal Education, *Publications, Reports, Research Projects, Research Proposals, School Community Relationship, Social Welfare, Vocational Education

Identifiers—Henrietta Szold Institute, *Israel

This report summarizes the projects, recent studies, and studies in the planning stages for 1967-69 at the Henrietta Szold Institute. The Institute has been involved in coordinating research in the field of human behavior with special emphasis on children, advising the Israeli government, and stimulating activities in community development. Discussion of current projects and recently completed studies is organized by field. Reports of studies completed in the field of education occupy the major portion of the report. These are concerned with culturally disadvantaged children (ten reports), with evaluative and experimental studies (23 reports), and with informal education (two reports). Five studies in the field of labor and economy are reported; thirteen in the field of welfare and community work. Three projects in the planning stages are described. The report concludes with a listing of additional projects in the planning stages and of the publications of Szold Institute. A related document is SO 006 474. (KSM)

ED 084 188

SO 006 474

Sandman, Sonya B.

The Henrietta Szold Institute. The National Institute for Research in the Behavioral Sciences. Supplementary Report of Activities. January 1970 to June 1972.

Henrietta Szold Inst., Jerusalem (Israel); National Inst. for Research in the Behavioral Sciences, Jerusalem (Israel); Ruth Bressler Center for Research in Education, Jerusalem (Israel).

Pub Date 73

Note—83p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Science Research, *Behavioral Sciences, *Comparative Education, *Educational Research, Institutional Role, Nonformal Education, *Publications, Reports, Research Projects, Research Proposals, School Community Relationship, Social Welfare, Vocational Education

Identifiers—Henrietta Szold Institute, Israel

This report summarizes the projects, recent studies, and studies in the planning stages at the Henrietta Szold Institute for the period of January 1970 to June 1972. The Institute has been involved in coordinating research in the field of human behavior with special emphasis on children, advising the Israeli government, and stimulating activities in community development. The studies discussed in this report are divided into two sections: completed studies (thirteen) and current studies (33). Completed studies have covered such topics as "Follow-up of Female Graduates of Three- and Four-Year Vocational Schools," and "Growth and Development of Children from Various Social Strata and Ethnic Groups." Current studies are being done on such topics as "International Evaluation of Education," and "Values in Israeli Education." A list of proposed research projects, research reports, and recent publications concludes the report. (A related document is SO 006 473.) (KSM)

ED 084 189

SO 006 535

National Endowment for the Humanities. Program Announcement 1973-1974.

National Endowment for the Humanities (NEH), Washington, D.C.

Pub Date [73]

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, Educational Finance, *Educational Programs, *Federal Aid, *Grants, *Humanities, *Program Descriptions

This bulletin contains information for applicants who wish to submit proposals for projects in the humanities. Educational programs, public programs, research fellowships and stipends, and projects designed and conducted by young people supported by the Endowment, are described. General information is included on eligibility and application procedures, areas which are not funded by the Endowment, and gifts-and-matching grants. Information for each of the programs includes the general scope and more specific information on project planning, program, and development, grants, and institutional

grants, along with instructions for application. A brief listing of National Endowment for the Humanities staff members who may be contacted for further information concerning the various Endowment programs concludes the pamphlet. (SJM)

ED 084 190

SO 006 538

News-Letter. Council of Europe News-Letter 2/73. Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Pub Date 73

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Comparative Education, Educational Administration, Educational Change, *Educational Innovation, *Educational Policy, Educational Problems, Government Role, International Organizations, *Newsletters, Program Descriptions, School Policy, *Teacher Education

The content of this newsletter is divided into two sections. The first section contains an article based on general information of common interest to all members of the Council of Europe; the second contains contributions from individual members of the Council of Europe in relation to the educational policies of their countries. The general article presents statements of six authors (Swiss, French, Swedish, and English) on research and reform in teacher education. The second section consists of articles by authors from Belgium, Denmark, France, the Federal Republic of Germany, Ireland, The Netherlands, Norway, Switzerland, and the United Kingdom. These articles discuss recent education innovations and events of each nation, such as changes in school administration, teacher education, adult education, school schedules, student admission policies, and national educational policies. (Other newsletters are ED 069 474, ED 068 297, ED 068 343, ED 076 367, and ED 076 361.) (KSM)

ED 084 191

SO 006 541

The University of Colorado Department of Geography. Graduate Program in Geographic Education.

Pub Date Jul 73

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, *Educational Programs, *Geography Instruction, *Graduate Study, Program Descriptions, Teacher Education

The Department of Geography of the University of Colorado offers as an integral part of its graduate program, systematic training in geographic education in order to improve the preparation of its graduates for careers as college geography teachers. In order to present a systematic component intended to increase the teaching competency of students who plan college teaching careers, project staff state roles and functions that graduates of the program might be expected to fulfill, outline training dimensions needed to prepare students to fill these roles and functions, and suggest the expected yields of the program. The program activities, ranging from formal courses to occasional colloquia, are designed to develop varying levels of theoretical knowledge and practical skills, to offer the student opportunities to experience greater responsibility and autonomy, and to reflect a philosophy of individualization. Geographic education programs offer theoretical and practical experiences to students that prepare them in all six training dimensions: content mastery, course design, management of learning skills, interpersonal communications, self-evaluation, and professionalization/socialization. (Author/SJM)

ED 084 192

SO 006 542

de Keijzer, Arne J.

China in the Schools: Directions and Priorities. Wingspread Conference.

Johnson Foundation, Inc., Racine, Wis.

Spons Agency—National Committee on United States-China Relations, New York, N.Y.; New York Friends Group, Inc., New York. Center for War/Peace Studies.

Pub Date Jun 72

Note—21p.; Proceedings of the Wingspread Conference on China, June, 1972

Available from—Johnson Foundation, Racine, Wisconsin 53401 (Free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Asian Studies, Conference Reports, *Cross Cultural Studies, *Curriculum Development, Educational History, *Educational Needs, Educational Planning, *Educational Policy, Financial Support, Instructional Materials, Integrated Curriculum, Interinstitutional Cooperation, Non Western Civilization, Secondary Education, Teacher Education, Teaching Methods
Identifiers—*China

Results of a conference of educational leaders who were interested in teaching about China in secondary education are presented in this report. Points noted in the opening statement are the importance of cross-cultural understanding and the organization of China study in secondary education. The contents of a working paper, designed as a basis for discussion, review the history of China study and how to assist the teacher with substance, materials, and teaching methods. The topics of the conference are summarized under thematic headings. One theme, the need to develop priorities for China study, focuses on how to integrate China studies into existing programs. A teaching demonstration and a panel with high school students emphasize the theme of meeting teachers' and students' needs. Other themes are multimedia materials, multi-organizational cooperation, and financial support. Suggested recommendations are the development of demonstration program packages, collaboration with other organizations, and the urging of inservice and preservice training involving China study as part of teacher education curricula. Rapporteur's conclusions on the strengths and weaknesses of the conference are followed by a list of the participants. (KSM)

ED 084 193 SO 006 546

Bazar, W. Gayre And Others

Curriculum Guide for Pre-Instrumental Program—Elementary Schools.

Vermilion Parish School Board, Abbeville, La.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 70

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Applied Music, Auditory Discrimination, Bands (Music), Curriculum Guides, Educational Objectives, Elementary Grades, Human Posture, Instructional Programs, Intonation, *Music Education, Music Reading, *Music Techniques, Music Theory, Skill Development, Teacher Developed Materials

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Orff Program

A team of teachers, administrators, and supervisory personnel developed this curriculum guide for a pre-instrumental program in the elementary school. It is suggested that all pupils in the grade immediately preceding the beginning band grade be included, and that all sections taught by the music specialist be taught a minimum of 30 minutes a week for the entire school year. Although the Belwin method is suggested, this 30-lesson guide can also be adapted for use with other books. The primary exploratory instrument recommended for use in the classes is the tonette. Examples of class activities in the program include instructions on: posture, breathing, and tonguing; music reading fundamentals; pick up notes; breath marks; key signatures; introduction of 2-part harmony; note values; accompaniments; and instrumental technique. Students are encouraged to keep a notebook of each new fundamental learned. Other guides in this series are SO 006 547-549. (OPH)

ED 084 194 SO 006 547

Bazar, W. Gayre

Curriculum Guide for Beginners Band.

Vermilion Parish School Board, Abbeville, La.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 70

Note—56p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Applied Music, Auditory Discrimination, *Bands (Music), Curriculum Guides, Educational Objectives, Elementary Grades, Human Posture, Instructional Programs, Intonation, *Music Education, Music Reading, *Music Techniques, Skill Development, Teacher Developed Materials

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This curriculum guide for beginners band is the product of a team of teachers, administrators, and supervisory personnel. The prime objectives in the beginning instrument class is the development of correct playing habits, with emphasis on posture, holding position, embouchure, breathing, tonguing, good tone production and intonation. Subjects covered in this guide are: objectives, scheduling, eligibility, and materials. There is a week-by-week suggested activities guide. Related guides are: SO 006 546-549. (OPH)

ED 084 195 SO 006 548

Bazar, W. Gayre

Curriculum Guide for Intermediate Band—First Year.

Vermilion Parish School Board, Abbeville, La.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 70

Note—54p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Applied Music, Auditory Discrimination, *Bands (Music), Curriculum Guides, Educational Objectives, Grade 6, Grade 7, Grade 8, Grade 9, Human Posture, Instructional Programs, Intonation, *Music Education, Music Reading, Music Techniques, Skill Development, Teacher Developed Materials

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III

This program for intermediate band classes in the Vermilion Parish Schools bridges the gap between the beginning stages of instrumental music and the advanced level of performance. Grade levels are 6 through 9. In this guide, written by teachers, administrators, and supervisors, suggestions are given for scheduling, band method books, concert pieces, solos, and supplementary books for use at this level of musical achievement. The 36-week school year is divided into 6 units, with each unit briefly reviewing material previously covered, and introducing new activities. There is also a week-by-week activity guide with suggestions and correlated material noted. A short bibliography is included. Related guides are SO 006 546-549. (Author/OPH)

ED 084 196 SO 006 549

Bazar, W. Gayre

Curriculum Guide for Advanced Band.

Vermilion Parish School Board, Abbeville, La.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 70

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Advanced Programs, Applied Music, Auditory Discrimination, *Bands (Music), Curriculum Guides, Educational Objectives, Human Posture, Instructional Programs, Intonation, *Music Education, Music Reading, Music Techniques, Skill Development, Teacher Developed Materials

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

The advanced band of the Vermilion Parish School System is a selective organization comprised of school instrumental students who have successfully completed all phases of the beginning and intermediate band programs. It functions largely as a performing group for varied school and community activities. This guide describes the advanced band program. Information is included on the scheduling of full band, small ensembles, and individual solo experiences; suggested materials—technique books, march books, concert books, and ensemble books; and suggestions on the administration of the band programs (including publicity, personnel records, band library, awards, student officers, and finance); marching band and concert band (with rehearsal planning suggestions), and information on sectional rehearsals. A short bibliography is included. Related documents are SO 006 546-548. (Author/OPH)

ED 084 197 SO 006 550

Markowitz, Alan Haley, Frances

Interim: Not a Time for Rest. Profiles of Promise 9 [With Appendices].

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date 73

Note—4p.

Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 (\$10.00, 1 copy of 30 issues; \$20.00, 5 copies of 30 issues)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, Community Involvement, Curriculum Development, *Educational Innovation, *Enrichment Experience, Evaluation Methods, Program Descriptions, School Registration, Secondary Education, Semester Division, Short Courses, *Social Studies, *Student Centered Curriculum, Work Experience

Identifiers—Brandywine High School, Delaware (Wilmington), Interim Program, Minicourses, Profiles of Promise

An Interim Program offers high school students the opportunity to expand their outlook on education, school function, and community resources through a two-week series of courses between semesters. The courses are grouped under two headings: Interim Course Offerings (Academic and Vocational) and Career Research Laboratory Program. The mini-courses vary in length from 45 minutes to three hours, each student taking a minimum of 4 1/2 hours per day. Courses are taught by teachers, students, administrators, and community people. Remedial courses are also offered. The Career Research Laboratory Program is open to seniors who spend the two weeks working, on a one-to-one basis, with a member of an occupation of their choice. Each student is observed once a week by a staff member; participants complete a diary-type report at the end of the experience. The program development process involved teachers, students, and parents. Informal and formal evaluations indicate a secure future for the program. Two appendices explain the interim pre-registration procedures, course offerings, and registration forms. (Relevant ERIC documents and other information pertinent to the program conclude the profile.) (Author/KSM)

ED 084 198 SO 006 552

Watford, Robert And Others

Project Pride: Probe, Research, Inquire, Discover, Evaluate. Profiles of Promise 11.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date 73

Note—4p.

Available from—Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302 (\$10.00, 1 copy of 30 issues; \$20.00, 5 copies of 30 issues)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Studies, Curriculum Design, *Educational Innovation, Evaluation Methods, Humanities, Independent Study, *Individualized Curriculum, Individual Needs, *Interdisciplinary Approach, Secondary Education, Small Schools, *Social Studies, Student Evaluation, Student Interests, Student Responsibility, Thematic Approach, United States History

Identifiers—Profiles of Promise, Project PRIDE

A small team of social studies and English teachers in a small high school developed a unique American studies program. Activities dedicated to a better comprehension of American culture follow a humanities approach in the use of music, literature, art, architecture, photography, history and the social sciences. Units are organized on a thematic approach with learning outcomes specified for each topic and subtopic. Although a required course which meets state requirements for American history, the students choose a learning pattern for each unit from four offered: a traditional teacher-led classroom situation, a small group independent project, an individual independent project, or a one-to-one tutorial relationship with a teacher. Multimedia resources and a special American Studies library are available. Students evaluate the program and their own progress; a narrative evaluation jointly prepared by the teacher and student has replaced teacher assigned grades. The program has been regularly and systematically evaluated and recommended improvements implemented. Questionnaires have documented positive attitude changes in parents and in students. (Relevant ERIC documents and other resources on the program conclude the profile.) (Author/KSM)

ED 084 199 SO 006 618
Intercultural Social Studies Project Newsletter.

Volume 1, Number 7.
American Universities Field Staff, Inc., Hanover, N.H.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.
Pub Date Oct 73

Note—7p.

Available from—Intercultural Social Studies Project Newsletter, American Universities Field Staff, 3 Lebanon Street, Hanover, New Hampshire (Free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cross Cultural Studies, Cultural Education, *Curriculum Development, Information Dissemination, *International Education, *Newsletters, Projects, Secondary Education, *Social Studies

The Intercultural Social Studies Project (ICSSP) newsletter, issued periodically, is designed to disseminate information about the project which is concerned with developing and field testing cultural/international study materials for secondary students. Directed toward field test teachers, ICSSP evaluators, and key people with professional commitments, the newsletter announces new published materials and those in the process of development and field testing; identifies staff members and roles; and reviews and describes upcoming workshops. This issue lists ICSSP network teachers by state. Those interested in receiving copies of the newsletter should send an inquiry to the Intercultural Social Studies Project Newsletter, American Universities Field Staff, 3 Lebanon Street, Hanover, New Hampshire 03755. (SJM)

ED 084 200 SO 006 619
Evaluation Comment, The Journal of Educational Evaluation, Volume 3, Number 4.

California Univ., Los Angeles. Center for the Study of Evaluation.

Pub Date Dec 72

Note—8p.

Available from—Center for the Study of Evaluation, 145 Moore Hall, University of California, Los Angeles, Los Angeles, California 90024 (Issued Quarterly; Free to professional educators)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Course Evaluation, Curriculum Evaluation, *Educational Objectives, Educational Theories, Evaluation, *Evaluation Criteria, *Evaluation Methods, Formative Evaluation, *Newsletters, Opinions, Summative Evaluation, *Theoretical Criticism

Identifiers—GFE, *Goal Free Evaluation

Each quarterly issue of this journal, available free to professional educators, discusses topics in educational evaluation by presenting articles on evaluation theory, procedures, methodologies, or practices. The topic of the six articles in this newsletter is an examination of free evaluation (GFE). Michael Scriven discusses the role of goal free evaluation in formative and summative evaluation, especially in the evaluation of unintended effects, observes favorable considerations of this method, and presents methodological analogies of GFE in fields other than education. Daniel L. Stufflebeam criticizes Scriven's position and develops four questions he feels to be important in assessing the merit of GFE. Marvin C. Alkin writes that GFE does recognize goals, but that they are wider-context goals rather than specific objectives of a program. W. James Popham proposes that the GFE concept emphasizes results rather than rhetoric and provides a useful caution to educators who are overly enamored of instructional objectives. George P. Kneller argues with the logic of Scriven's argument and finds the issue one of taste rather than of theory. (KSM)

ED 084 201 SO 006 620
Koskenniemi, Matti Holopainen, Pentti

Investigations into the Instructional Process. IX. Pupils' Goal-related Behavior during the Instructional Interaction.

Helsinki Univ. (Finland). Inst. of Education. Spons Agency—Academy of Finland, Helsinki. Humanities Research Council.

Report No.—Res-Bull-36

Pub Date Jun 73

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Science Research, Behavior Patterns, *Classroom Environment, *Classroom Observation Techniques, Classroom Research, Data Analysis, Educational Objectives, Educational Research, Elementary School Students, *Goal Orientation, *Interaction Process Analysis, *Student Behavior, Student Role, Taxonomy, Video Tape Recordings

Identifiers—*Finland

An attempt to record what pupils think and feel during the instructional process is the basis of this investigation of pupils' goal-related behavior. Two experiments are described that analyze what fourth grade pupils can tell about their activities during the instructional period when they are aided by an immediate videotape replay. These experiments are part of an investigation into the instructional processes, the first of which consisted of constructing a comprehensive taxonomy for describing the instructional process, especially in its interactive phase. The procedure for data collection and analysis is described. Both experiments indicated that pupils and experts perceive interactive study behavior in group work very similarly. This behavior is characterized by a clear role differentiation: goal related behavior of pupils remains quite stable from the beginning to the end of the lesson. The accuracy of these perceptions, however, decreases when more complex patterns are to be assessed. References and tables of data are included. Related documents are ED 073 013, ED 079 181, and ED 079 258. (Author/KSM)

ED 084 202 SO 006 622

Michael, Robert T.

The Role of Education in Production Within the Household. Final Report.

National Bureau of Economic Research, Inc., New York, N.Y.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No—BR-2-0783

Pub Date Sep 73

Grant—OEG-0-72-2557

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Ability, *Behavior Patterns, Budgeting, Consumer Economics, Data Analysis, Educational Background, *Family (Sociological Unit), Heads of Households, *Home Management, *Intelligence Factors, Intelligence Level, Marital Status, Marriage, Money Management, Purchasing, Research Methodology, *School Role

This project is part of an ongoing study of the influence of schooling on observed household behavior. The study has previously determined that more educated individuals behave as if they are more proficient consumers, and that, in particular, more educated couples systematically select more efficient contraceptive techniques. The recent research effort has focused on two questions: 1) the relationship between schooling and the household's capacity to predict its purchases of durable good within the near future (12 months), and 2) the relationship between schooling and marital behavior, and in particular the interaction between schooling and measured I.Q. as determinants of marital behavior. Both studies are in the early stages of analysis. Initial results on the second topic suggest that at very high levels of ability men and women with more schooling marry at later ages, select more educated mates, and are more maritally stable. These results suggest that the observed influence of schooling on marital behavior for the population at large persists at very high levels of ability. (Author)

ED 084 203 SO 006 624

Pascal, Anthony H.

Clients, Consumers, and Citizens: Using Market Mechanisms for the Delivery of Public Services.

Pub Date Mar 72

Note—13p.; Paper presented at the Conference on Centrally Planned Social Change, University of North Carolina and Brandeis University, April, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Citizenship, *Consumer Economics, Economic Factors, Economics, Educational Demand, *Educational Economics, Educational Supply, *Education Vouchers, Planning, *Public Policy, Services, Social Change, *Social Planning, Socioeconomic Influences, Speeches

The ethical and technical superiority of a consumer-oriented system for the delivery of many public services, as compared to a client-based system, is demonstrated. The meaning of planning in a modern democratic society is examined. From distinctions drawn between the meaning of private and public goods in economic theory, some useful categories are constructed for public goods and services. The categories are then played off against alternative delivery mechanisms for these public commodities, in the process of which the voucher concept emerges as rather desirable. A review of the advantages and disadvantages of the voucher/market mechanism leads to some suggestions for ways in which it might be improved. It is argued that, when considering appropriate organizational devices for providing goods and services, the virtues of citizenship are more likely to be preserved when people are thought of as consumers instead of as clients. (Author/KSM)

ED 084 204 SO 006 628

Piccolo, Peter E.

Education 310, Social Studies Practicum. An Individualized Performance-Based Model. Pilot Program. [Volume 1.]

Rhode Island Coll., Providence.

Spons Agency—New England Program in Teacher Education, Durham, N.H.

Pub Date 73

Note—102p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Course Content, Educational Objectives, Educational Programs, Evaluation Methods, *Individualized Instruction, Instructional Materials, *Performance Based Teacher Education, Pilot Projects, *Practicums, Secondary Education, *Social Studies, Student Teaching, *Teacher Education, Teacher Education Curriculum, Teaching Skills, Teaching Techniques

This is the first of three volumes on performance-based teacher education for students in the secondary social studies practicum and student teaching programs at Rhode Island College. These materials were developed in order to provide an individualized, competency-based teacher training program. The modules in this booklet, dealing with general teaching skills, were field tested in two high schools and revised in response to evaluations. In this teacher preparation phase of the program, the module cluster focuses on various teaching skills. Each module presents materials for a different skill. Module topics include: an orientation to the teaching profession; writing objectives; set and closure; facts, concepts, and generalizations; questioning; responding; verbal and non-verbal; small group instruction; lecturing; lesson and unit planning; and simulation. The format of the modules is structured around a rationale, objectives, pre-assessment, activities, and post-assessment. Volume II is SO 006 629; Volume III is SO 006 630. (KSM)

ED 084 205 SO 006 629

Stone, Milburn And Others

Education 310, Social Studies—English. An Individualized Performance-Based Model. Pilot Program. [Volume II.]

Rhode Island Coll., Providence.

Spons Agency—New England Program in Teacher Education, Durham, N.H.

Pub Date 73

Note—205p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Course Content, Educational Objectives, Educational Programs, *English Curriculum, Individualized Instruction, Instructional Materials, *Performance Based Teacher Education, Pilot Projects, Practicums, Secondary Education, *Social Studies, Student Teaching, *Teacher Education, Teacher Education Curriculum, *Teaching Skills, Teaching Techniques

This is the second of three volumes on performance-based teacher education for students in the secondary social studies practicum and student teaching programs at Rhode Island College. These materials were developed to provide an individualized, competency-based teacher training program. The modules in this booklet deal with social studies skills plus general teaching skills. Objectives of this phase of the program and basic concepts are established. Three master modules—orientation, lesson planning, and unit planning—are presented following a structure of rationale,

Toronto Board of Education (Ontario). Research Dept.

Pub Date Oct 73

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Academic Aspiration, Curricular Activities, Comparative Analysis, *Cross Cultural Studies, *Cultural Awareness, *Cultural Interrelationships, *Culture Contact, *Ethnic Relations, Grade 11, Measurement Instruments, Occupational Aspiration, Questionnaires, Role Playing, Secondary Schools
Identifiers—Canada, *New Canadians, Prisoners Dilemma Game

To investigate the effects of contacts with people from other cultures, students in nine Canadian secondary schools with differing ethnic population densities were compared. The first focus of the study was the development of cross-cultural understanding. Three measurement instruments were administered to eleventh grade English and history classes to show that cross-cultural contacts, under normal circumstances at least, seem to lead to increased cross cultural awareness and understanding, but that the progression from understanding to acceptance is much more problematic and needs special nurturing. The second focus of the study was achievement. Information gathered by a questionnaire on students' extracurricular involvement and their educational and occupational expectations and data on students' grades indicated that cultural diversity within a school fosters a higher level of academic achievement and more demanding educational occupational plans for the future. Footnotes and references are followed by appendices containing role-taking scoring guidelines, tables of scores of the three tolerance measures, and a report of some feedback on the study. (Author/KSM)

ED 084 213

SO 006 640

Managing Facilities for Cultural Democracy. Symposium on "Methods of Managing Socio-cultural Facilities to be Applied in Pilot Experiments." (San Remo, 26-29 April 1972).

Council for Cultural Cooperation, Strasbourg (France).
Pub Date 73

Note—107p.; Proceedings of a Symposium on "Methods of Managing Socio-cultural Facilities to be Applied in Pilot Experiments, San Remo, April 26-29, 1972

Available from—Manhattan Publishing Company, 225 Lafayette Street, New York, New York 10012 (\$4.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Comparative Education, Conference Reports, *Cultural Awareness, Democratic Values, Educational Change, *Educational Development, Educational Facilities, *Educational Innovation, Educational Opportunities, Individual Development, International Organizations, *International Programs, Pilot Projects, Program Development, Social Attitudes, Social Change, Social Class, *Sociocultural Patterns

The conference proceedings from a symposium held by the Council for Cultural Cooperation were concerned with identifying those European facilities and methods which give the greatest promise of overcoming the problems of sociocultural development and are worthy of further development and study as pilot experiments. Participant countries were asked to describe examples of ongoing projects in monograph form. This information constituted the basis for symposium discussion. Monographs received from Belgium, England and Wales, Finland, France, Germany, Italy, Malta, Scotland, Sweden, and Switzerland are summarized. Commentary on symposium proceedings is organized into four sections: an introduction to sociocultural development in Europe and to the documentation used in this paper; a discussion of present sociocultural development trends and outlooks in relation to the management of socio-cultural facilities; a presentation of selected monographs; and a report of the aims, priorities, and activities of the symposium. A list of participants is appended. A related document is SO 006 641. (KSM)

ED 084 214

SO 006 642

Rebetez, Pierre

How to Visit a Museum.

Council for Cultural Cooperation, Strasbourg (France).
Pub Date 70

Note—203p.

Available from—Manhattan Publishing Company, 225 Lafayette Street, New York, New York 10012 (\$5.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Art Appreciation, *Cultural Education, Cultural Enrichment, Curriculum Development, *Educational Facilities, *Enrichment Activities, Fine Arts, Guidelines, Humanities, *Museums, *Resource Centers, Secondary Education, Social Studies, Teaching Techniques, Western Civilization

The primary aim of this study is to encourage schools and museums to unite their efforts to further the use of the museum for teaching purposes and to promote the full development of creative faculties. The educational function of the museum is explored in consideration of the thirteen to eighteen year old age group. A recurring theme throughout the entire work is the school-museum relationship, with emphasis primarily on the contributions made by Western European civilization. This study also seeks to show that other artistic treasures accessible to the public (objects of art, monuments, cities, etc.) can be exploited by the same techniques. Chapters deal with the aims and means of the museum, the school curriculum and the museum's activities, the museum as a school, ways in which experiences and reflections on the impressions obtained in the museum can be used in education, and discussions of procedures used in visiting different types of museums. (Author/KSM)

ED 084 215

SO 006 643

Stahl, Robert J. Ring, Mary

Immanuel Velikovsky: Reconsidered. An Inquiry Unit Into Velikovsky's Revision of Ancient History.

Florida Univ., Gainesville. P. K. Yonge Lab. School.

Pub Date Oct 73

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Ancient History, Course Objectives, Critical Thinking, Historical Criticism, *Inquiry Training, Instructional Materials, *Interdisciplinary Approach, Middle Eastern History, *Problem Solving, Religion, Scientific Attitudes, Secondary Education, *Social Studies, Teaching Techniques, Units of Study (Subject Fields)

Identifiers—Chronology, Minicourses, Primary Sources, *Velikovsky (Immanuel)

The ideas and theories of Immanuel Velikovsky are introduced to social studies teachers and a nine-week minicourse designed to investigate his theories is reported. The contradictions and inconsistencies that Velikovsky found between the events as recorded in original records of the ancient Middle East and the chronological timetable of this historical period as it is presently constructed, form the basis of this inquiry unit for high school students. Four general course objectives listed and discussed are: to familiarize students with the basic works and theories of Velikovsky; to examine some of his theories in light of historical, scientific, cultural, and religious evidence and sources; to review the chronology of ancient history as presently constructed and compare it with the revisions suggested by Velikovsky; and to review the reaction of scientific and literary critics to his published works and theories. Through use of both the expository and inquiry modes of learning, the unit emphasizes the students' efforts to identify and articulate the inconsistencies which present themselves, and to make decisions to reconcile these discrepancies. Learning activities and instructional materials are suggested; materials distributed in class are reproduced. (KSM)

ED 084 216

SO 006 679

Bowman, James, Ed. And Others

Of Education and Human Community. A Symposium of Leaders in Experimental Education.

Nebraska Univ., Lincoln. Curriculum Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 72

Note—222p.; Proceedings of a Symposium on Experimental Higher Education, Miami Beach, Florida, September 24, 1971

Available from—Nebraska Curriculum Development Center, University of Nebraska, Andrews Hall, Lincoln, Nebraska 68508 (Free on request)

Document Not Available from EDRS.

Descriptors—*Community Action, Community Development, Community Role, Conference Reports, Cultural Background, Curriculum Development, *Educational Change, *Educational Improvement, *Educational Innovation, Educational Objectives, Educational Philosophy, Higher Education, Institutional Role, Models, Neighborhood, School Community Relationship, *Teacher Education, Undergraduate Study, Values

Identifiers—Higher Education Act of 1972, Preparation of Education Personnel (UPEP)

This document, third in a series by the Study Commission on Undergraduate Education and the Education of Teachers, is to be used in preparing the American educational community and specifically, institutions and people working at the reform of the undergraduate education of teachers, to think through the issues and plan reform programs envisaged by the Undergraduate Preparation of Educational Personnel (UPEP) amendment contained in the Higher Education Act of 1972. The book is a report of a conference held to plan the work of the Learning Contexts committee. The function of the meeting was to propose mechanisms and models through which significant educational reform might be realized and to examine the usefulness of previous efforts in higher education and at the elementary and secondary levels. The book contains three sections: 1) a section of essays on education and the community-building process which sets down the background of the thinking of the participants in the conference; 2) a value statement developed by the Study Commission as part of the UPEP program; and 3) an excerpted transcript of the proceedings of the conference, including a general session and committees on action models, neighborhoods, and levers and mechanisms. A related document is ED 076 090. (Author/KSM)

SP

ED 084 217

SP 006 580

Instructional Innovation and the Local Association.

National Education Association, Washington, D.C. Div. of Instruction and Professional Development.

Pub Date Mar 73

Note—48p.

Available from—National Education Association, Instruction and Professional Development, 1201 16th St., N.W., Washington, D.C. 20036

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Change, *Educational Development, *Educational Innovation, Instructional Improvement, *Instructional Innovation, *Professional Associations, *Teacher Associations, Teacher Participation

This information package contains five of seven reports on efforts to introduce instructional innovations into the school systems. The first report deals with the role of the association in implementing innovations. The points stressed are negotiating contracts with school boards, keeping abreast of school district and state education department policies, and providing help to teachers in procuring the resources necessary for change. The second report contains excerpts from a National Association (NEA) conference "The Professional Association and Its Role in Instruction." The report presents examples of what local associations have done to ensure teacher participation in instructional development and innovation. The third report is a summary of the Ford Foundation analysis entitled "A Foundation Goes to School," which describes the \$30 million effort to improve education in the 1960s. The fourth report presents information on teacher centers and their involvement in curriculum and program changes. The last report is a Briefing Memo from NEA on a new approach for keeping teachers informed of innovative developments. A three-page bibliography for the entire information package is presented. (BRB)

ED 084 218

SP 006 697

Kinesiology III, 1973.

American Association for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 73

Note—64p.

118 Document Resumes

Available from—AAHPER Publication Sales, 1201 16th St., N.W., Washington, D.C. 20036 (Stock No. 245-25440 \$4.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Anatomy, *Mechanics (Physics), *Motion, Motor Development, Motor Reactions, *Physical Education, *Physiology, *Skill Analysis

This booklet contains five research works on kinesiology, the study of the principles of mechanics and anatomy in relation to human movement. The first article explains the use of Web graphics in isolating five movements: effort, force, balance, flexibility, and swing. The process for pinpointing values on the Web grid is presented in two sheets of directions (Appendixes A and B). The second article reviews existing methods of three-dimensional cinematography and proposes a new technique that emphasizes the accurate determination of spatial coordinates. The third article discusses the two basic methods used in determining the center of gravity of the human body: a) direct or whole body methods and b) indirect or segmental methods. The article also suggests guidelines which may be used for establishing the most appropriate method for quantitative analysis of human motion. Thirteen tables of data are included. The fourth article analyzes the problems of designing an undergraduate, kinesiology laboratory. The last article investigates the inherent movement patterns of the human body, emphasizing diagonal patterns of the upper and lower extremities and the diagonal patterns used in developmental and sport skills. Each research work presents a list of references. (BRB)

ED 084 219 SP 006 737

Kinesiology Review 1971.

American Association for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 71

Note—70p.

Available from—NEA Publication-Sales, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (\$3.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Anatomy, *Cybernetics, Exercise (Physiology), Health Education, *Human Body, *Mechanics (Physics), Motion, *Physical Education

This report contains articles on research in kinesiology, the study of the principles of mechanics and anatomy in relation to human movement. Research on sequential timing, somatotype methodology, and linear measurement with cinematographical analysis are presented in the first section. Studies of the hip extensor muscles, kinetic energy, and individuality are included in the second section. A computer program for descriptive analysis of movements used during repeated performance of skills is explained. Motion simulation, using a three dimensional human form, is also presented. Each article presents figures and tables of data along with references. (BRB)

ED 084 220 SP 006 872

Stewari, Sherri L.

An Historical Survey of Foxhunting in the United States, 1650-1970.

Pub Date 71

Note—437p.; M.A. Thesis, Texas Woman's University; Paper presented at the National Convention of the American Association for Health, Physical Education, and Recreation, Minneapolis, Minn., April 1973

Available from—Sherri L. Stewari, 800 Military Highway #405, Kingsville, Texas 78363 (\$25.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—American History, *Historical Reviews, Interviews, *National Surveys, Questionnaires, *Recreational Activities

Identifiers—Foxhunting

A study was made of the growth and development of foxhunting in each part of the country from 1650-1970; a detailed historical account was particularly made of selected hunts that endured 50 or more years. Personal interviews were conducted with several Masters of Foxhounds and other notable individuals. Questionnaires were mailed to Masters of the 117 hunts registered for 1970; 55 percent were returned,

providing data concerning the current status of foxhunting. Major influences, such as urbanization, suburbs, inflation, barbed wire, and modern transportation, which appear to have affected the popularity of the sport, were analyzed. Sixty-one tables were compiled during the study to present the growth of foxhunting by decades from 1830 to 1970; they show the number of hunts founded and disbanded in the six divisions of the United States during this period. Findings show that foxhunting experienced its greatest popularity from 1930-1939. Since 1940 the popularity of the sport has decreased in the Eastern and Central States, remained the same in the Midwest, and increased in the South. At present, Pennsylvania, Virginia, Maryland, and New York have the greatest number of registered hunts. More women in 1970 engaged in foxhunting than men. (Author/JA)

ED 084 221 SP 006 916

Baird, Hugh Belt, Dwayne

Some Organizational Problems Encountered in Implementing Competency-Based Education.

Pub Date Mar 73

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, March 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Problems, Humanization, Inservice Teacher Education, *Performance Based Teacher Education, Performance Criteria, *Problems, Program Evaluation, Student Evaluation, Teacher Role

This document presents a listing of key problems, usually in the form of questions, encountered in implementing competency-based education, with solutions or ways of finding solutions suggested for some of the identified problems. The problems listed are as follows: a) deciding to decide—the best way is to let interested staff members begin an "experiment," with staff involvement gradually increasing; b) identifying competencies—there are various ways but one is not to adopt skills from another program without allowing your staff to corroborate them; c) instruction—to what extent can/should the system model be an ideal instruction system in a school? d) counseling—the teacher's role will shift to include counseling; e) assessment—the most difficult problem; f) record keeping; g) staff training—staff members can visit ongoing programs to observe, question and learn; h) content—computer efficiency should not blind the staff from ill-defined content; i) mechanization—can it lead to dehumanization? (JA)

ED 084 222 SP 006 966

Maheu, Rene

[Relations Between Sport and Education.]

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 24 Aug 72

Note—11p.; Speech given before the Scientific Congress convened by the Organizing Committee for the Games of the 20th Olympiad, Munich (Germany) August 24, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Athletic Programs, *Athletics, Educational Change, Educational Innovation, *Physical Education, *Self Control, *Sportsmanship, *Teamwork

This paper deals with the role of sports in the educational process. The following points are discussed: a) sport as relaxation, b) sport as an exercise in self-control, and c) sport as a builder of character. Based on these points, the concept of automatic incorporation of physical education in the classroom is presented, with emphasis on the reform in the field of education which would encompass "lifelong education." The summation of the paper stresses a) the educational potential of sport, b) the involvement of both individual freedom and communion with man in the field of sport, c) the promotion of health and happiness, and d) the combination of education and sport in a changing society. (BRB)

ED 084 223 SP 006 971

Buck, James J., Comp. Parsley, James F., Jr., Comp.

The Way We See It: A Survey of Teacher Evaluation Policies and Practices Operant in the State of Washington.

School Information and Research Service, Seattle, Wash.

Pub Date Mar 73

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Evaluation Techniques, *Instructional Improvement, Lesson Observation Criteria, Performance Criteria, School Districts, *School Surveys, *Teacher Evaluation, Teacher Rating

Identifiers—Washington

This paper assesses teacher evaluation policies and practices operant in First Class School Districts in the state of Washington. The data, submitted from mailed questionnaires, deal with a district's assessment policy and specifically include concerns relating to evaluative personnel, procedures, and an evaluative instrument or model. Approximately 60 percent of the school districts responded. The following conclusions were made: a) most districts utilized a district-wide evaluation model; b) the purpose of teacher assessment was instructional improvement; c) principals were the primary evaluators, with peer evaluators increasing; d) observation was the most frequent method for evaluation, with the uses of performance objectives and self-evaluation techniques increasing; e) personal characteristics and instructional skills were the criteria used in evaluation; f) the rating instrument and the conference were the most common assessment forms; and g) most districts are now reviewing or revising evaluation programs. Recommendations for improved programs are made. A two-page bibliography is included. (BRB)

ED 084 224 SP 006 999

Nickse, Ruth S.

How to Change the Schools from Inside: Teachers As Change Agents.

Pub Date [73]

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Change Agents, College School Cooperation, Community Involvement, *Leadership Training, *Organizational Change, Teacher Education, *Teacher Role, *Teachers

This paper presents the argument that teachers, with appropriate training, can be effective change agents within the school system. Among the reasons listed for teachers assuming leadership roles in change are the following: a) as professionals, they have a vested interest in the schooling process; b) since teachers are members of and identify with the system, they have a sense of prehistory about the school organization; c) teachers are constantly on the scene in the schools, where the action is. Some factors that prevent teachers from changing schools are identified as the role of a teacher-as-a-worker and consequent poor teacher self-image, teacher fear of reprisal from administrators and colleagues, and lack of administrative support for teacher-generated innovation. There are a case study of successful teacher-initiated change and a brief description of the course that prepares teachers for this expanded role. The types of projects teachers choose to implement in a guided practicum in planned change are reported as well as teachers' reactions, both good and bad, to their new role as linking agent between school, community, and the department of education in a neighboring college. (Author/JA)

ED 084 225 SP 007 412

The Middle School: An Organizational Alternative.

Texas Information Service, Austin.

Pub Date Jan 73

Note—41p.

Available from—Texas Information Service, 6504

Tracor Lane, Austin, Texas (No price quoted)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Bibliographies, *Information Science, *Intermediate Grades, *Middle Schools, *Youth

Designed with administrators, teachers, and the general public in mind, this minipackage attempts to answer critical questions about the middle school. It contains three substantive documents: a) "Middle School Questions and Answers"; b) "The Middle School: Alternatives Within the System"; and c) "Young People in Transition: Summary." Two selected Educational Resources Information Center (ERIC) bibliographies on the topic are also included. (Also included is an ERIC list of curriculum guides for the middle school, ages 10-13.) (JB)

ED 084 226 SP 007 417

Beag, Frank P. Shubert, Stephen

Reality, Meaning and Research.

Pub Date [73]

Note—6p.; Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, February 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Research, *Research, *Research Methodology, *Research Problems, *Research Utilization

Identifiers—Meaning, *Reality

Research can be related to reality, to meaning, and to decisions and decision makers. There are some assumptions about reality and research that are taken for granted: a) reality does indeed exist—which one must accept as true; b) research is an accurate portrait of reality—although no research has ever done justice to the original object; c) the methodology used has little effect on the outcome of the study—although, in truth, the methodology partly determines the answer; d) prediction is possible—although experience shows that things do change and that there are intervening accidents of history. The problem is an unawareness of the biases of assumptions. Similarly with regard to meaning and reality, the positive mania with statistical significance must be ended and the premise that statistical significance may have little relationship to practical significance must be acknowledged. Consequently, one tends to be a "closed shop" regarding his own expertise. In overall summary, although reality is assumed to exist, the way of finding images of that reality is often inaccurate, narrow and, all too often, irrelevant and confusing. (JA)

ED 084 227 SP 007 456

Cureton's Basic Principles of Physical Fitness Work (Rules for Conducting Exercise).

President's Council on Physical Fitness and Sports, Washington, D.C.

Pub Date [73]

Note—3p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Exercise (Physiology), *Guidelines

This document is an annotated list of 20 rules for conducting exercise. Among the rules described are the warm-up rule, the rule for regulation of exercise dosage, recuperation rule, posture rule, glandular fitness rule, maximum respiration rule, and maximum circulation rule. The time of workout and procedures for taking cool baths are recommended. (JA)

ED 084 228 SP 007 458

LeProtti, Stan

The Motivation Factor as Emphasized in the LaSierra High School Boy's Physical Education Program.

President's Council on Physical Fitness and Sports, Washington, D.C.

Pub Date [73]

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Ability Grouping, Males, *Motivation, *Physical Education, *Physical Fitness, Program Descriptions

This document is a formal description of the activities and philosophy of the physical education program at LaSierra High School. Included in it are statements of the principles of program concept (touching on topics of physical fitness, physiological fitness, motivation and team membership, standards of conduct and efficient teaching methods); a description of the color system—ability grouping with teams identified by colors in physical education; and copies of the schools physical fitness tests. (JA)

ED 084 229 SP 007 459

Colloquium of Directors of Educational Research Organizations (2nd, Paris, November 7-9, 1973).

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Pub Date Nov 73

Note—94p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Case Studies (Education), *Educational Researchers, *International Education, *Research Methodology, Research Problems, *Research Utilization

This volume presents information on research practices used to stimulate discussion during the second European Colloquium of Directors of Educational Research Organizations, November 7-9, 1973 in Paris, France. Most of the information is presented in the form of case studies that

deal with the following questions: a) How were the problems defined and by whom? b) Who were the researchers, financiers, and evaluators? c) What were the results? d) How were research conclusions transmitted to schools? e) How did the importance of these findings compare with political, social, and economic factors? and f) Have the practical results of reforms confirmed the promises of research findings? Other information designed to stimulate discussion by the participants is presented as Simulation Papers. They contain imaginary issues and problems of an imaginary country. A list of issues for the researcher raises questions applicable to current problems of the countries represented at the council meeting. (BRB)

ED 084 230 SP 007 461

Excellence in Teacher Education, 1972 Distinguished Achievement Awards of the American Association of Colleges for Teacher Education.

American Association of Colleges for Teacher Education, Washington, D.C.

Pub Date 72

Note—30p.

Available from—Order Department, American Association of Colleges for Teacher Education, Suite 610, One Dupont Circle, Washington, D.C. 20036 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement, *Teacher Education, *Teacher Educators

Identifiers—*Distinguished Achievement Awards, Portal Schools

This document provides a description of the Distinguished Achievement Award programs for 1972 and of other entries and commendations in the award competition, sponsored by the American Association of Colleges for Teacher Education. The Distinguished Achievement Award for 1972 was given to Temple University for its Portal School Concept, which it calls "education by mutual agreement." The program is described in detail. There is also a description of each program entered in the competition and of those commended for distinguished achievement or given certificates of recognition. (JA)

ED 084 231 SP 007 462

Gladman, O. L.

A Proposed Program for Training of Effective Supervising Teachers at Ottawa University. Final Report.

Ottawa Univ., Kans.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-2-G-050

Pub Date May 73

Grant—OEG-7-72-0026

Note—53p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cooperating Teachers, *Demonstration Programs, *Student Teachers, *Teacher Education

This student teaching program was designed to strengthen communication and interpersonal relationships between the student teacher, the cooperating teacher, and the college supervisor. It was also planned to test the adaptability of an inner-city teacher training program to a rural environment (Ottawa) and to continue the pursuit of more effective student teacher training at Ottawa. A 2-week workshop brought the three types of school personnel together daily. During the first week, the supervising teachers met to confront issues related to effective teaching. Various video and audio materials were used, along with standard lectures. The second week was designed to allow the cooperating and student teachers to discuss various teaching techniques using miniteaching formats. A third week (spread out over the '72-73 fall term) included presentations by administrators, modulation diagnostic center personnel, classroom teachers, and college personnel. Results indicated that the students in the model program were quicker to express more positive and open feelings to their supervising teachers than students not in the program. (Three appendixes of data are presented.) (JB/CL)

ED 084 232 SP 007 463

Wilson, H. A.

Preparation of School Personnel for the Use of Instructional Technology.

Pub Date May 73

Note—21p.; Paper presented at the Annual Convention of the International Reading Association, Denver, Colorado, May 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computer Assisted Instruction, *Educational Improvement, *Educational Technology, Instructional Media, *Programmed Instruction, *Teacher Education, *Teacher Role

The current educational system is based on a class progression model, whose purpose the goals of American education have far exceeded by attempting to provide universal basic education. Individualized instruction, for which a teacher as tutor is not essential, aided by some technological system, can bring the educational model into a better balance between the expense demands of capital and labor. Recent technological developments of possible service to education include the following: audio cassettes, holography, microfiche, miniature electronic calculators, one-half inch video tape equipment, broadband communication (cable TV), and electronic data processing (for student records and also for possible linkage with cable TV to produce a multidimensional mass communication system). In the school of the future, the teacher may no longer be clerk, disciplinarian, and presenter of subject matter, but rather may attempt the tasks of subject matter monitor, psychologist, recreation specialist, librarian, and creator of instructional software. Gradual preparation of teachers for the pluses and minuses of technological systems will ease us over any such transition that may occur. (JA/CL)

ED 084 233 SP 007 464

Handbook of Practice Teaching in Teacher Education, 1973.

Canberra Coll. of Advanced Education (Australia).

Pub Date 73

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Beginning Teachers, *Lesson Observation Criteria, *Preservice Education, *Student Teaching, *Teacher Education, Teacher Evaluation, *Teaching Experience

This handbook summarizes the basic principles of practice teaching for the person who is teaching for the first time. This experience is cited to enable the student to observe a) the school as a community, b) the environment of the classroom, c) teachers and teaching methods, d) curriculum and school organization, e) children as individuals in small and large groups, f) school routines, and g) the service available within a school. The school experience program, it is reported, should enable student teachers to practice individualized teaching skills and assessment techniques and become familiar with materials, resources, and knowledge appropriate to various learning situations. As a result of these observations and experiences, the student teacher should be able to plan learning experiences, evaluate his own performance, and demonstrate the principles of his approach to teaching. The appendixes include the practice teaching dates and members of the Practice Teaching Committee. (BRB)

ED 084 234 SP 007 465

Sier, William Frederick, Jr.

Increased Accountability within the General Framework of Educational Institutions Through the Utilization of the Peer and Self-Evaluation Checklist (PSEC).

Pub Date 73

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Criteria, *Educational Accountability, *Evaluation Techniques, *Individual Characteristics, *Measurement Instruments, Personality Assessment, *Self Evaluation

A direct outgrowth of the increasing concern toward accountability in education is the "Peer and Self-Evaluation Checklist" (PSEC), which was first developed in 1972. The PSEC was developed and refined to provide greater insight into an individual's competency. The checklist contains 60 items or criteria, which are distributed within the following six general areas of competency: a) goal-priority orientation—5 items; b) open-mindedness—8 items; c) willingness to work—4 items; d) human relations—7 items; e) personal characteristics—7 items; f) professional skills and competency—19 items. For each item

there is a choice of six possible responses (with accompanying point values) which may be checked. The responses and point values are a) N/A--no points; b) totally unacceptable--1 point; c) poor--3 points; d) average--5 points; e) above average--7 points; f) superior--9 points. The total point value revealed through the administration of the PSEC merely provides a frame of reference within which a specific person's competency may be viewed in light of the total points possible. (The instrument is included in this document, along with a score sheet.) (Author/JA)

ED 084 235 SP 007 467
The Profession Politics and Society. Yearbook 1972. Volume 1: Proceedings.

American Association of Colleges for Teacher Education, Washington, D.C.

Pub Date 72

Note--123p.

Available from--Order Department, American Association of Colleges for Teacher Education, Suite 610, One Dupont Circle, Washington, D.C. 20036 (\$4.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors--*Annual Reports, *Conference Reports, Educational Policy, Federal Legislation, Performance Based Teacher Education, *Professional Associations, Social Problems, *Teacher Education

This document is the proceedings of the 1972 annual meeting of the American Association of Colleges for Teacher Education (AACTE); the theme was "The Profession, Politics and Society." The speeches and topics comprising this volume are the Thirteenth Charles W. Hunt Lecture: "Beyond the Upheaval," by Edward C. Pomeroy; "Policy and Decision Making in Teacher Education," with Mark Smith as chairman of the session; "Implications and Future Directions for Teacher Education and AACTE," with George W. Denemark as chairman of the session; "Performance-Based Teacher Education," by J. W. Maucker; "A Forward Look for Teacher Education," by Maurice B. Mitchell; "Social Problems and Teacher Education," by King V. Cheek; "Education and the Federal Dollar," by the Honorable William Proxmire, senator from Wisconsin; "China: A Government and a People," by Seymour Topping; and the winners and entries of AACTE's Distinguished Achievement Awards. Volume 2 of the AACTE Yearbook for 1972 SP 007 468, is the AACTE Directory. (JA/CL)

ED 084 236 SP 007 468

Yearbook 1972. Volume 2: Directory.

American Association of Colleges for Teacher Education, Washington, D.C.

Pub Date 72

Note--103p.

Available from--Order Department, American Association of Colleges for Teacher Education, Suite 610, One Dupont Circle, Washington, D.C. 20036 (\$3.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors--*Directories, Professional Associations, Teacher Education

This second volume of the American Association of Colleges for Teacher Education (AACTE) Yearbook for 1972 is the AACTE Directory. It is divided into two parts, the first of which lists AACTE officers, committees, and affiliated organizations. The second gives an alphabetical, state-by-state listing of AACTE's member institutions and their official representatives. (Related document is SP 007 467.) (JA)

ED 084 237 SP 007 469

Social Change and Teacher Education. Proceedings of the Biennial School for Executives of the American Association of Colleges for Teacher Education. (15th, University of Virginia, August 16-22, 1970).

American Association of Colleges for Teacher Education, Washington, D.C.

Pub Date 72

Note--60p.

Available from--Order Department, American Association of Colleges for Teacher Education, Suite 610, One Dupont Circle, N.W., Washington, D.C. 20036 (\$2.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--*Community Change, School Community Cooperation, *School Community Programs, *School Community Relationship, *Social Change

This is a compendium of papers from this week-long session. The keynote paper, of the same name as the booklet title, was written by the Honorable Joseph M. Montoya, senator from New Mexico. Other topics discussed are multicultural education, the need for individual involvement in school-community relations, campus change, a forum on the National Institute of Education, and accountability and social change. (JB)

ED 084 238 SP 007 470

PPPBTE. Pilot Projects on Performance-Based Teacher Education. Number 3, March 1973.

New Haven Education Improvement Center, Conn.

Pub Date Mar 73

Note--4p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--Information Storage, *Inservice Teacher Education, *Performance Based Teacher Education, Performance Criteria Identifiers--*Connecticut, MAP, Multiple Alternatives Program

This document is divided into four sections, each an announcement of an event related to teacher education. The first section is a discussion of in-service education with a brief description of the book "Improving In-Service Education (1971)," edited by Louis Rubin. Section two is a description of the University of Bridgeport's Multiple Alternatives Program (MAP), a competency-based teacher education model for in-service elementary teachers. The procedure of MAP is described: each professional growth plan is designed and planned by the participant and a staff member, with the participant's performance evaluated on the degree to which specific performance goals, based on identified needs, have been achieved. Section three is an announcement of the performance-based teacher education (PBTE) conference to be held in Boston, April 16-17, 1973. The final section is an announcement of the existence of the Clearinghouse for the Connecticut Pilot Projects on PBTE. (JA)

ED 084 239 SP 007 472

Evaluation of Education: In Need of Examination. National Advisory Council on Education Professions Development, Washington, D.C.

Pub Date [73]

Note--10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--*Education, *Educational Programs, Educational Research, *Evaluation, *Federal Government, Federal Programs

The National Advisory Council on Education Professions Development has been reviewing some of the major evaluations and evaluation research in the period 1966 to date, seeking to identify the salient issues concerning the evaluation of educational endeavors. This document is a preliminary statement of the findings and recommendations. The interest in assessing effectiveness is not confined to education. The following developments show the important role assigned to evaluation of federal activities generally: a) increasingly, in new legislation enacted and in amendments to existing statutes, explicit provision for evaluation has been made; b) the executive branch's emphasis on "cost-effectiveness" assumes the capacity on the part of the agencies to carry out appropriate and effective evaluation; c) there has been a very substantial increase in the funds allotted for evaluation in the executive branch. The importance that has been assigned to evaluation, and the influence that such studies have exerted to date, prompts a question that must receive serious consideration: Is "evaluation," as an aspect of social science research, capable of responding adequately to the extraordinary demands placed upon it by the developments cited above? The council will continue to investigate this question, but it has concluded that there is a need for a full-scale examination of the evaluation procedures of federal programs in education. (JA)

ED 084 240 SP 007 473

Vocational Education: Staff Development Priorities for the 70's. National Advisory Council on Education Professions Development, Washington, D.C.

Pub Date [73]

Note--179p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors--*Federal Programs, *Job Training, *Legislation, *Vocational Education, *Vocational Education Teachers

Three major goals of vocational education are presented: a) meeting the manpower needs of society, b) increasing options available to each individual, and c) lending intelligibility to general education. Educational background and economic characteristics of professionals in the field are detailed as are legislative histories of the Manpower Development and Training Act and various other federal programs. Various programs for personnel development, certification of teachers, and resource planning are also mentioned. A summary and specific recommendations for federal funding and administration of programs conclude the report. (JB)

ED 084 241 SP 007 476

Gantt, Walter N. Davey, Beth

Pre-Student Teachers React to Field-Supplemented Methods Courses.

Pub Date [72]

Note--14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--*College School Cooperation, Curriculum Planning, Elementary Schools, Feedback, *Field Experience Programs, *Methods Courses, *Preservice Education, Student Reaction, Teacher Supervision, *Teaching Experience

This document on the value of field experience for preservice teachers is based on a course and an experiment conducted at the University of Maryland in which blocks of a methods course were devoted to elementary school classroom experience. It is reported that school visits progressively involved observation lesson presentation, and general assistance of the classroom teacher; each school visit was concluded with a feedback seminar to which the principal, students, and college instructors contributed. Findings of a three-part evaluative form administered to each student at the conclusion of the field experience are discussed. Supportive tables are included. The conclusions indicate a strong mandate in support of pre-student teaching field experience and increased student confidence about their readiness for student teaching. It is admitted that the implementation of such a program would involve increased planning time by the college instructor and a shifting of his role from supervisor to resource consultant. The resulting advantages listed are student self-learning and self-evaluation, and increased creative curriculum planning. (JA)

ED 084 242 SP 007 477

Colle, Francis P.

A Model for the Pre-Service Training of Science Teachers Based on the Intentions and Perceptions of First Year Science Teachers.

Pub Date [68]

Note--11p

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--Affective Objectives, *Beginning Teachers, Cognitive Objectives, *Educational Programs, *Inservice Education, *Preservice Education, *Science Teachers, Training Objectives

This preservice and in-service training model for science teachers is based on the perceptual and behavioral changes experienced by first-year science teachers. The objective of this model is to develop science teachers with strong scientific backgrounds who can relate course content and affective understanding to students. The model is divided into phases: a) a cognitive phase which is emphasized in the preservice training program and b) an affective phase which is focused upon in the in-service training program. The cognitive phase includes the acquisition of skills and concepts and the understanding of content material which lead to effective student learning. The affective phase, which begins during the first year of teaching and lasts for three years, is designed by local school districts to meet the immediate needs of beginning teachers. This phase may focus on group process skills, decision making, control, management, or problems dealing with consensus. (BRB)

ED 084 243 SP 007 478

Starkey, John D. Caras, Dan

Concerns of Beginning Teachers.

Pub Date [73]

Note--10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--*Education Majors, *Preservice Education, *Teacher Education, Teacher Experience

An opinionnaire was constructed by asking approximately 100 students to write down, subjectively, items with which they were most concerned in becoming teachers. Twenty of these were selected as being the most representative of the prospective teacher. This 20-statement opinionnaire was then administered to 417 undergraduate secondary education majors. Scoring was done on a five-point "Likert-type" scale: "5" indicating strongly concerned; "1", strongly unconcerned. Results indicated that students were strongly concerned about various components of educational psychology as it relates to human behavior. Students were also strongly concerned about such nonacademic, humanistic areas as motivation, interests, understanding, meaningful experiences, creativity, learning, self-confidence, discipline, self-realization, and relevancy of materials. It is felt that this study is especially timely for those who are interested in performance criteria and accountability in setting up objectives in teacher preparation. (JB)

ED 084 244 SP 007 479

DeBruin, Jerry And Others
Career Decision Program. A XII Module Program.

Toledo Univ., Ohio. Coll. of Education.

Pub Date Nov 72

Note—133p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Planning, *Curriculum Guides, *Teacher Education, *Teacher Education Curriculum

GRADE: College freshmen. SUBJECT MATTER: Career Planning, a guide for incoming freshmen. ORGANIZATION AND PHYSICAL APPEARANCE: The course is presented in the form of modules which include an objective, prerequisites, preassessment, instructional activities, postassessment, and time allocation. The guide is bound in paper; pages are xeroxed. OBJECTIVES AND ACTIVITIES: To help the student decide a) whether he wants to become a teacher, b) on what level he wants to teach, and c) what subject area he wants to specialize in. INSTRUCTIONAL MATERIALS: None included. STUDENT ASSESSMENT: No provision is indicated. (JB)

ED 084 245 SP 007 480

Johnson, Larry

Auxiliary Personnel in the Minneapolis Public Schools: A Profile.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—C-71-73

Pub Date Sep 72

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Paraprofessional School Personnel,

*Research, *School Aides, *Teacher Aides

A survey was conducted to determine the background characteristics of the auxiliary school personnel employed by the Minneapolis public school system. Eighty percent of all such employees on a particular month's payroll responded via questionnaire. Analysis of the data indicated that the typical aide was white, married, female, over 36 years old, and was not the major wage earner in the household. Differences between aides in Title I schools (schools supported by Title I of the Elementary and Secondary Education Act) also occurred: Title I aides had more experience and worked longer hours per week than did non-Title I aides, and a greater percentage of aides in Title I schools spent more time in the classroom than did aides in non-Title I schools (who spent more time on routine clerical duties). (Two appendices are included: a sample questionnaire and charts of the response data.) (JB)

ED 084 246 SP 007 481

Champagne, David W. And Others

Planning and Conducting Individualized Inservice Workshops.

Pub Date [73]

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Consultation Programs, Early Childhood Education, Educational Objectives, *Goal Orientation, *Inservice Education, Program Development, *Program Planning, *Research and Development Centers, School Districts

This paper presents a planned, goal oriented, skill building, in-service training program that is based on district goals. The participants are professionals, chosen by local school districts, who train teachers, aides, parents, and volunteers in the use of the Primary Education Project/Individually Prescribed Instruction systems. The report contains a short description of the Learning Research and Development Center, Project Follow Through, and a K-3 program designed for children eligible under poverty guidelines. The paper emphasizes the organization and implementation process used in the project and analyzes those parts of the process that seem to have the widest applicability for other settings. An in-service training workshop helps an in-service professional become familiar enough with the system to train participants with little supervision. The workshops are based on district goals, self-selection of skills, cooperation with consultant staff members, and continuous evaluation. Diagrams in the report show the organizational structure of the project, the general schedule of the workshop, and activities offered during individual prescription time. (BRB)

ED 084 247 SP 007 483

Esquivel, Antonio A.

Southern Colorado State College Teacher Corps.

Southern Colorado State Coll., Pueblo.

Pub Date 72

Note—180p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—College School Cooperation, Community, Field Experience Programs, Performance Based Teacher Education, *Teacher Education, *Teacher Programs

Identifiers—*Distinguished Achievement Award Entry, Teacher Corps Program

Occurring in six elementary schools in Pueblo, the Teacher Corps Program at Southern Colorado State College features the following components: a) a cross-cultural component for all participants; b) a community-based component designed to assist the community to participate in educational decision making; c) a 2-year undergraduate, field- and competency-based intern training program; d) a career-ladder component which is closely coordinated with school development plans for each of the six schools and which features programs from high school to doctorate level involving six colleges; e) a communications component to build open communications among all participants; f) and a "portal school plan" for coordination of all activities. (This program description contains information on the program's development, objectives, personnel, budget, evaluation procedures, and descriptions of each component. There are 10 appendices with various supportive essays and materials.) (Author/JA)

ED 084 248 SP 007 484

Hughes, Marie M.

Community Components in Teacher Education.

Connecticut Univ., Storrs. National Leadership Inst. - Teacher Education/Early Childhood.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Nov 71

Grant—OEG-0-70-4412(725)

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Development, *Community Influence, Community Involvement, Early Childhood Education, Environmental Influences, *Mexican Americans, *Spanish Americans, Spanish Culture, *Teacher Education, Teaching Experience

Identifiers—TTT Project

This document is organized around five broad purposes of the Community Component of the TTT Project in Early Education with suggested activities for their attainment. The five purposes are as follows: a) developing understanding and empathy for the Spanish-speaking Spanish American and Mexican American; b) identifying the salient environmental factors impinging upon the young; c) understanding the past history and culture of those with Spanish-American and Mexican-American backgrounds, their present-day attitudes, beliefs, and aspirations, and their efforts to realize those aspirations; d) acquiring the tools of community analysis; and e) building with the community a more viable school curriculum. These five purposes are described in detail. Also, from these five purposes are drawn behavioral objectives with analysis of how they are achieved. The main thesis presented is that empathy and

understanding, which lead to behavior change, are best acquired through first-hand contact with people one can know, work with overtime, and learn to care about; the second stem of the main thesis is that we are working with young children and that all young children share some needs in common. (JA)

ED 084 249 SP 007 485

Sport for All. Five Countries Report.

Council for Cultural Cooperation, Strasbourg (France).

Pub Date 70

Note—135p.

Available from—Manhattan Publishing Company, 225 Lafayette Street, New York 12, NY (\$3.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Athletic Activities, *Athletics, *Foreign Countries, *National Programs, Physical Activities, Physiology, *Sociocultural Patterns, Teacher Education, Womens Athletics

Identifiers—Sport for All

This document is a compendium of reports from five countries on their "Sport for All" programs. The five countries are the Federal Republic of Germany, the Netherlands, Norway, Sweden, and the United Kingdom. It is stated that the basic idea of "Sport for All" is of a sociocultural nature: it regards sport and its functions as an integral part of permanent education. All of the reports place emphasis on medico-biological motives, sociological motives (the question of the use of leisure time), and educational motives (the place of sport in our civilization as a whole). Topics covered in the five reports are various methodologies of each country's program, the attitude of women towards sport, the training of instructors, the general public response, and the future needs of the "Sport for All" program. (Related document is SP 007 501.) (JA)

ED 084 250 SP 007 486

Wyrick, Waneen

Patterns of Error in Kinesthetic Perception.

Pub Date [73]

Note—11p.; Paper presented at the Annual Convention of the American Association for Health, Physical Education, and Recreation, Minneapolis, Minnesota, April 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Kinesthetic Perception, *Research, Sensory Experience, *Tactile Adaptation, *Tactile Perception

The purposes of this investigation were to compare an individual's magnitude and direction of error in three tests of kinesthetic perception, and to determine whether individuals tend generally to reduce, augment, or moderate stimuli on all three tests. A single group design was employed, using a sample of 34 male students. The variables of joint angle reproduction (JAR), muscular tension reproduction, and limb load discrimination were measured in random order for each subject individually by the investigator and one assistant. It was found that the group as a whole was much more accurate at joint angle reproduction and weight discrimination than at muscle tension reproduction; between the two primarily proprioceptive tasks, JAR and muscular tension reproduction, no relationship was found. JAR and muscular tension reproduction appear to be highly specific abilities and depend largely on short-term memory traces. (JB)

ED 084 251 SP 007 487

Graduate Student Admissions Survey 1972. Office of Institutional Research Report #38.

State Univ. of New York, Albany. Central Staff Office of Institutional Research.

Pub Date 72

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Admission (School), *College Admission, Doctoral Programs, Masters Degrees, Professional Training, *School Surveys, *Student Application, *Student Enrollment

Identifiers—State University of New York

This report states that since master's, doctoral, and professional programs (M.D., D.D.S., D.V.M., O.D., J.D., and Pharm. D.) are quite different in their nature and admissions patterns, these three general divisions must be discussed separately. After a brief summary of admission patterns for each type of program, there are three statistical tables, all providing specific institu-

tional information for the three general types of program divisions. Table 1 is "Graduate Student Admission, State University of New York, Spring 1972, Summer 1972, and Fall 1972." Table 2 is "Accepted Applications as a Percent of All Applications," and Table 3 is "Enrolled Students as a Percent of Accepted Applications." (JA)

ED 084 252 SP 007 488

McKevitt, Rosemary. *And Others*

Mental Health and the Work of the School Nurse.

A Report on a Series of Workshops 1964-1969. Columbia Univ., New York, N.Y. Teachers College.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.

Pub Date 69

Note—223p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Child Development, *Counseling, Counseling Programs, Emotional Development, Emotionally Disturbed, Interviews, *Psychiatry, Psychosomatic Diseases, *School Nurses, *Workshops

It is indicated that the workshop was prompted by uneasiness among nurses about the impact of what they were doing (including the detection of symptoms as psychosomatic or real) by their requests for aid in improving their interviewing and counseling skills. The report states that the emphasis was on modern concepts in psychiatry and psychiatric nursing and in supervised field experience with school-age children. There are five chapter divisions. Chapter I is the introduction. Chapter II contains information on the workshop participants. Chapter III is a condensation and summary of the proceedings of the first workshop. Topics covered in this chapter include the concept of mental health, the concept of anxiety, the child and sex, and the child and death. The chapter also describes the field experience of the participants with material from the reports they were asked to compose. Chapter IV covers advanced workshop proceedings in which the focus was shifted from the normal child to the child with a serious emotional disturbance; participants' reports are again referred to; many of the topics in chapter III are repeated. Chapter V is on the evaluation of the workshops, with conclusions and recommendations. Included as appendixes are various correspondence, participant, and evaluation data from the workshop. (JA)

ED 084 253 SP 007 489

Glimore, Robert

Drug Education Handbook.

Colorado State Dept. of Education, Denver; Colorado State Dept. of Health, Denver. Div. of Alcoholism and Drug Dependence.

Pub Date Sep 70

Note—142p.

Available from—Alcoholism and Drug Dependence Division, Colorado Dept. of Health, 4210 East 11th Avenue, Denver, CO 80220 (\$1.50)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Bibliographies, *Counseling, *Drug Abuse, *Drug Education, Glossaries, *Health Activities Handbooks, Health Books, Health Education, *Teacher Education, Vocabulary

This handbook on drug education is divided into nine sections. Section 1, An Approach to Drug Education, proffers information and advice on such subjects as student ploys, confidentiality, and student questions about marijuana vs. alcohol. Two major ideas in this chapter are that drug education should be integrated into the total curriculum and that one should not try to teach dogmatic and categorical facts about drug abuse. Section 2, Understanding the Student, contains four essays by different authors on adolescence and the problem of drugs. Section 3 is a glossary of technical terms; Section 4, a glossary of drug jargon and slang terms. Chapter 5, Drug Information, contains material on the abuse of specific drugs and their effects. Section 6 is a brief chapter on legal aspects in drug education (federal and state statutes in general). Section 7 is a discussion of problems of abuser identification and referral. The Conclusion, Section 8, advocates full health education courses for every community and increased training of teachers as early detectors and case finders. Section 9 is a bibliography of comprehensive bibliographies, basic books and pamphlets, and films. (JA)

ED 084 254

Kenen, Regina H.

Teacher Morale as a Function of Teachers' Occupational Expectations for Their Students and Attitudes Toward Higher Education.

Pub Date [71]

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Job Satisfaction, Males, *Socioeconomic Status, *Teacher Attitudes, *Teacher Morale, Urbanization

This study investigates a) the effects of teachers' occupational expectations for their male students, and attitudes toward the necessity of a college education, upon their feelings of job satisfaction; and b) the socioeconomic status and degree of urbanization of the communities in which the teachers work, and the grade level taught, as possible intervening variables. The data from interviews with 283 elementary and secondary English teachers reveal that a) teachers holding white-collar expectations for their male students report that their jobs are more rewarding than teachers holding blue-collar expectations, with a strong positive association in middle-class and city schools; b) teachers who believe that a college education is necessary are inclined to find their jobs very rewarding in middle-class communities; and c) teachers who do not share this belief find their jobs very rewarding in working- and mixed-class communities. The two independent variables (occupational expectation and schooling) needed behave differently from one another in relationship to each of the dependent variables (job reward and willingness to become a teacher again). These two indexes of teacher morale seem to measure different aspects of job satisfaction. (Four tables of data are included, along with two pages of references.) (Author/BRB)

ED 084 255

SP 007 491

Zito, Alan. Gross, Bernard

A Procedure for Development of Competency-Based Performance Statements and Module Development for Use with Inservice and Preservice Education.

Rochester City School District, N.Y.

Pub Date 72

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, *Inservice Teacher Education, *Instructional Systems, *Performance Based Teacher Education, Performance Specifications, *Preservice Education, *Program Development, Systems Approach

The developmental procedures used in constructing a competency-based, student teacher/in-service program are described in this report. These procedures evolved from redesigning the St. John Fisher College Teacher Education Program to include behavioral objectives. The five steps employed to provide these objectives were: a) stating a goal; b) setting down performance statements or activities to define the goal; c) identifying true performance statements; d) describing each performance statement in relation to knowledge, performance, product, affective, and experiential objectives; and e) modifying these statements to assure the achievement of the goal. From the stated behavioral goal, modules were constructed. The characteristics of an instructional module were that: a) fitness should be the focus of the program; b) objectives should be behavioral; c) diagnostic and instructional materials, and assessment techniques, should be provided; and d) the package should be self-contained. Some questions used in critiquing the module are presented. The appendixes include information on definitions, performance statement identification, a systems design for development of performance statements, and a programmed system for modular development. (BRB)

ED 084 256

SP 007 492

Berra, Margaret. *And Others*

Process Education for Teachers.

Eastern Regional Inst. for Education, Syracuse, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 70

Note—421p.

EDRS Price MF-\$0.65 HC-\$16.45

SP 007 490

Descriptors—Experimental Curriculum, *Learning Processes, *Personal Growth, *Student Behavior, *Teacher Education

Identifiers—Modules, *Process Education

This document is the Process Education for Teachers Package, which was designed to give teachers an understanding of the learning process. The package contains an introductory booklet, a research paper, and 13 modules. The introductory booklet presents a history of the formation of the materials and the rationale for the emphasis on the "process of learning" as opposed to right and wrong answers. The research paper presents the argument that the end goal of process education is the establishment of those pupil behaviors most likely to produce continuing personal growth and effectiveness, with the achievement of these behaviors contingent upon the appropriate interaction of curriculum, teacher, pupil, and learning environment. Each module represents a single session of the workshop. Module booklets are organized to help workshop leaders prepare for each module and act as guides during the sessions. Each module has the following form: a) contents listing; b) rationale and objectives; c) a list of background reading, preparations leaders must make, and materials needed; d) the steps of the module, indicating the approximate time to be allowed, procedures to be followed, and instructions to be given; and e) feedback questions. Among the topics of the modules are nonverbal communication, natural selection, expectations, norms, and problem-solving sequences. (JA)

ED 084 257

SP 007 493

Burns, W. J. *And Others*

Teacher Education Centers: Do They Help Student Teachers Attain Their Learning Goals?

Cleveland Commission on Higher Education, Ohio.

Spons Agency—Martha Holden Jennings Foundation, Cleveland, Ohio.

Pub Date Nov 73

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cooperating Teachers, *Student Teaching, *Teacher Centers, *Teacher Education, *Teaching Experience

A study was conducted to test the effectiveness of center vs. noncenter student teacher training. Effectiveness was defined as the degree to which student teachers accomplished goals in one term of student teaching. Comparisons were made using four self-report inventories administered to student teachers and cooperating teachers at the beginning and end of a practice teaching term. The preterm inventory asked the student teacher and the cooperating teacher to rate what each expected the student teacher to accomplish during the term; the postterm inventory asked both parties to rate what they had accomplished. Accepted chance of false rejection of the null hypothesis (i.e., that there is no difference between the groups) was set at an alpha level of .05. On no single category of student teacher self-reports was there a significant difference in expectations. The major hypothesis, that center student teachers would accomplish more of their learning goals than noncenter student teachers, was rejected. Further unanticipated results indicated that center cooperating teachers' expectations for their student teachers were no higher than noncenter teachers'. Hence, teacher education centers helped student teachers no more or no less than cooperating teachers who deal with student teachers on a one-to-one basis; i.e., mode of student teaching alone did not significantly improve the quality of learning. (JB)

ED 084 258

SP 007 494

Lea, Mildred V., Ed.

Current Literature on Venereal Disease, 1972. Number One. Abstracts and Bibliography.

Center for Disease Control (DHEW/PHS), Atlanta, Ga.

Pub Date 72

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communicable Diseases, *Diseases, *Health Services, Infectious Diseases, *Public Health, *Venereal Diseases

Presented are abstracts of documents and research pertaining to the clinical description, laboratory diagnosis, management, and therapy of syphilis and gonorrhea. Abstracted case studies of other minor venereal and related diseases are also

included, as are bibliographies on current research and evaluation, public health methods, and behavioral studies. Also presented is a list of current books in print. (Related documents: SP 007 495 and SP 007 496.) (JB)

ED 084 259 SP 007 495
Lea, Mildred V., Ed.

Current Literature on Venereal Disease, 1972. Number Two. Abstracts and Bibliography.

Center for Disease Control (DHEW/PHS), Atlanta, Ga.

Pub Date 72

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communicable Diseases, *Diseases, *Health Services, Infectious Diseases, *Public Health, *Venereal Diseases

Presented are abstracts of documents and research pertaining to the clinical description, laboratory diagnosis, management, and therapy of syphilis and gonorrhea. Abstracted case studies of other minor venereal and related diseases are also included, as are bibliographies on current research and evaluation, public health methods, and behavioral studies. Also presented is a list of current books in print. (Related documents: SP 007 494 and SP 007 496.) (JB)

ED 084 260 SP 007 496
Lea, Mildred V., Ed.

Current BLiterature on Venereal Disease, 1972. Number Three. Abstracts and Bibliography.

Center for Disease Control (DHEW/PHS), Atlanta, Ga.

Pub Date 72

Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communicable Diseases, *Diseases, *Health Services, Infectious Diseases, *Public Health, *Venereal Diseases

Presented are abstracts of documents and research pertaining to the clinical description, laboratory diagnosis, management, and therapy of syphilis and gonorrhea. Abstracted case studies of other minor venereal and related diseases are also included, as are bibliographies on current research and evaluation, public health methods, and behavioral studies. Also presented is a list of current books in print. (Related documents: SP 007 494 and SP 007 495.) (JB)

ED 084 261 SP 007 497
Cram, Clyde McCoy, Leone

The Nova Project in Secondary Teacher Education 1970-1973.

California State Univ., San Diego.

Pub Date [72]

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cooperative Planning, *Field Experience Programs, Flexible Scheduling, Individualized Instruction, *Preservice Education, *Secondary Education, Teaching Methods, *Team Training

Identifiers—Distinguished Achievement Award Entry

The Nova Project of the Department of Secondary Education at California State University, San Diego, is described in this report. This one-year preparation program for secondary school teachers combines school and community experience with the focus on a team approach. Faculty and students work with local school personnel in the joint planning, coordination, and evaluation of the program. Besides this team approach, the special features of the project include flexibility in the use of time, content, and methods; varied and intensive field experiences; and the continuity of the fall and spring program semesters. The students actively participate in team teaching, individualized instruction, student contracts, self-evaluation, and microteaching. Evaluation of the project reveals that Nova students demonstrate a general feeling of self-confidence in themselves and their work. The students have a positive attitude toward teaching and the Nova Project and have developed effective teaching competencies. The report includes a general information booklet on the project, focusing on a description of the field experience, and a calendar for the fall semester. (BRB)

ED 084 262 SP 007 498
Myers, Sharon E. Downs, Robert A.

Comparative Findings in School Systems with Differing Approaches to Dental Health Education. Special Dental Health Study - Spring 1967.

Colorado State Dept. of Health, Denver. Dental Health Section.

Pub Date Sep 67

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Dental Health, *Dental Hygienists, *Health Education, *Health Services, *Hygiene

A study was done to determine what differences, if any, existed in the level of dental health knowledge between pupils at continuous resident (CR) schools (schools which employed a full-time dental hygienist) and pupils at nonresident (NR) schools (schools which provided only classroom instruction by the teacher). Demographic characteristics of the sample, such as socioeconomic status and educational level of Ss' parents, were controlled. Samples were drawn from the Denver public school system and an adjacent tri-county area. A 35-item, multiple-response questionnaire testing dental health knowledge, attitudes, and practices was administered. A 90% level of statistical confidence for questionnaire items was accepted. Significant differences pointed to a more favorable level of dental health knowledge, attitudes, and practices for CR pupils than for NR pupils. Sex of Ss, however, was not a controlled factor, and significant differences did occur within groups with a higher percentage of females. (JB)

ED 084 263 SP 007 499
Magnuson, Yngve P. Rickenberger, Donald

Minneapolis Auxiliary Personnel Program 1971-72. A Title I, ESEA Project.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Pub Date Aug 72

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educationally Disadvantaged, *Educational Opportunities, *Educational Programs, Program Administration, *Program Development, *Teacher Aides, Teacher Improvement

This report describes the Minneapolis Auxiliary Personnel Program, 1971-72, which is designed to provide better educational assistance and services to eligible, educationally disadvantaged students. Following a brief description of the city of Minneapolis and its schools, the report describes the students who are eligible for the program—students who are one or more years below grade level in the basic skills, or those who will be unless they receive additional aid. The staff responsible for the planning, development, and implementation of the program are listed as a) a full-time administrator, b) three half-time coordinators, and c) a clerk typist. The report then lists the training services for the aides: a) courses at the University of Minnesota and Metropolitan State Junior Colleges, b) off-campus courses in Model Cities and Pilot City neighborhoods and community centers, and c) in-service instruction and adult basic education classes. Budgetary considerations and recommendations for future programs are included. (BRB)

ED 084 264 SP 007 500
International Directories of Education: Teachers' Associations. Second Edition Revised.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 71

Note—172p.

Available from—Unipub Inc., P.O. Box 433, Murray Hill Station, New York, NY 10016 (\$3.50)

Document Not Available from EDRS.

Descriptors—*Directories, Educational Trends, International Education, *International Organizations, *National Organizations, *Teacher Associations

The introduction to this second edition of the "International Directory of Teachers' Associations" is printed in three languages: French, Spanish and English. The directory listings are in the language of the location of the organization. It asserts that 801 national associations in 91 countries and territories are represented as well as 28 international or regional organizations. The information in each listing includes the name of each organization, address, title of the office bearer to whom correspondence should be addressed, year of foundation, number of members, finance, main function, relations with education authorities, and publications. It is stated that the document gives indication of current educational trends, especially as teacher associations are

being finally recognized as spokesmen by education authorities. The document is divided into a directory of the international and regional associations; a directory of national associations, listed alphabetically by country; a subject index; and "Recommendation Concerning the Status of Teachers, Adopted by the Special Intergovernmental Conference on the Status of Teachers, Paris, 5 October 1966," printed in French, Spanish, Russian, and English. (JA)

ED 084 265 SP 007 501
Reville, Ph.

Sport for All: Physical Activity and the Prevention of Disease. Facts and Figures.

Council for Cultural Cooperation, Strasbourg (France).

Pub Date 70

Note—43p.

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Health, *Mental Health, *Physical Fitness, *Physical Health, *Public Health

The material presented in this booklet is concerned with the impact of physical activity practiced by the general public, irrespective of age and sex, of various North American and European countries. Major emphasis is on the individual's physical health and susceptibility to disease. Chapter one discusses diseases which occur most frequently in populations, costs of health expenditures, and improvement of health standards. Chapter two presents demographic studies attempting to correlate the amount of physical activity with coronary disease and details ways in which the heart can be protected. Chapter three deals with physical activity and neuropsychological equilibrium; chapter four takes up physical activity and the capacity for work; and chapters five and six describe physiological characteristics of aging and physical activities necessary for optimal enjoyment of life. (Related document: ED 007 485.) (JB)

ED 084 266 SP 007 502
Better Teachers.

United Nations Educational, Scientific, and Cultural Organization, Hamburg (West Germany).

Inst. for Education.

Pub Date 70

Note—210p.

Available from—Unipub Inc., P.O. Box 433, Murray Hill Station, New York, N.Y. 10016 (\$3.50)

Document Not Available from EDRS.

Descriptors—Correspondence Study, *Effective Teaching, *Foreign Culture, *Inservice Teacher Education, *International Education, Multimedia Instruction, Teacher Improvement, *Teaching Techniques

This publication examines an in-service teacher training program in Beirut, Lebanon sponsored by the Unesco Institute of Education and set up by the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA). The program provides professional training for unqualified Palestine refugee teachers working in schools established by the UNRWA. The first section presents background information on the institute and the UNRWA framework. The second section describes the training program, focusing on the following points: a) medium of instruction, b) technique and discipline in self-study, and c) program content. The program uses indirect and direct methods of instruction. Indirect methods include self-study correspondence lessons; tapes, filmstrips, and charts; programmed instruction; and an educational journal. Direct methods include seminars, 5-week vacation courses, and individual guidance by field representative. The third section of the publication stresses the organization, administration, and policies of the UNRWA. The appendixes include syllabi, general directives, examples of instructional materials, and a schedule for a basic, standard course. (BRB)

ED 084 267 SP 007 503
Johnson, Conrad Weber, Robert D.

Training Elementary Education and Special Education Teachers in the Use of Tools and Materials with Children. EPDA Final Report.

Trenton State Coll., N.J.

Pub Date [72]

Note—90p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Elementary Education, *Elementary School Teachers, *Special Education, *Teacher Workshops, *Workshops

Three workshops are described which are designed to allow the elementary teacher to gain competencies in the use of hand tools and the design and implementation of class programs oriented around workshop activities. Methods for recruitment and selection of participants are presented according to priorities (first being special education teachers; last being administrators and general elementary school teachers). Evaluation methods are described, and evaluation questionnaires are included. Analyses of process evaluations (how well a strategy is working while it is in process) and product evaluations (how well project goals were accomplished) are presented. Product evaluations indicate that the major design objective of the workshops, as stated above, was accomplished. (JB)

TM

ED 084 268 TM 003 276

Christian, Floyd T.

Preliminary Report: Florida's Plan for Educational Assessment.

Florida State Dept. of Education, Tallahassee.

Pub Date 30 Sep 70

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cost Effectiveness, Decision Making, *Educational Accountability, *Educational Assessment, *Educational Improvement, *Evaluation Methods, Formative Evaluation, *Management Systems, Models, State Standards, Summative Evaluation, Technical Reports

Identifiers—Florida

A plan for educational assessment is presented which focuses upon three interdependent aspects of a management control system: input, process, and output. Input encompasses the provision, allocation, and assignment of resources, both human and material; process concerns the application and utilization of these resources in ways that will produce changes in students or staff; and output is the behavior resulting from the process. A three-phase model is presented that is to extend over a period of from five to seven years. During Phase One—Product Assessment—a study of output from educational programs will be initiated and instruments developed for monitoring the discrepancies between "what is" and "what should be." In Phase Two—Cost Analysis (input assessment), a method for developing cost data for the state education system will be specified. Phase Three—Process Assessment—will be concerned with determining ways of modifying the functional relationship between input (resources) and output (student performance) to reduce discrepancies identified. The proposed plan is expected to lead to the establishment of accountability for educational outcomes. (DB)

ED 084 269 TM 003 277

Milne, Bruce G. Kesters, Henry G.

The First Step is AWARENESS (An Assessment of Educational Needs in the Affective Domain in South Dakota).

South Dakota State Dept. of Public Instruction, Pierre.

Note—50p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affective Behavior, Children, *Educational Needs, *Guides, *Needs, *State Surveys, Youth

A booklet designed to bring awareness to the affective domain of instruction is presented. It is divided into three major sections. The first section presents the concerns of the affective domain as they apply to children and youth. The second summarizes the findings of the Needs Assessment in the Affective Domain in South Dakota which was conducted early in 1970. The third section is a graphic illustration of the critical needs in the state and some ideas for meeting these needs. (CK)

ED 084 270 TM 003 278

Common Sense About Evaluating and Recognizing Performance.

Veterans Administration, Washington, D.C.

Report No.—VA-Pam-5-29

Pub Date May 66

Note—32p.; Revised 1966

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, *Evaluation Techniques, *Performance Criteria, *Personnel Evaluation, *Personnel Policy, Technical Reports

Certain general principles, attitudes, and practices applicable to the evaluation and recognition of performance are presented. The six basic steps in performance evaluation are: (1) Prepare performance requirements; (2) Discuss the requirements with the employee; (3) Observe what he is doing; (4) Evaluate his performance against the requirements; (5) Discuss the evaluation with the employee; and (6) Take appropriate action. (CK)

ED 084 271 TM 003 279

Johnson, Lary Gondek, Joseph

South High Modular Program Evaluation: 1971-72.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Report No.—C-71-57

Pub Date Sep 72

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Processes, Educational Facilities, High Schools, *Independent Study, *Program Evaluation, *Questionnaires, *Schedule Modules, Secondary Grades, Student Attitudes, Teacher Attitudes, Technical Reports

Student and staff reactions to the South High modular program at the end of its fifth year of operation are presented. Questionnaires were completed by about 60% of the students and 90% of the staff in May 1972. Although the student and staff response to a modular schedule was favorable, several areas in the South modular program were mentioned as needing improvement. Ninety-three percent of the students said they liked the modular schedule at South, while 70% of the staff said they preferred to teach in the modular program. Sixty-five percent of the teachers favored continuation of the program with certain changes; 17% said it should be continued as is; 17% favored discontinuation. The teachers felt the modular schedule had a positive impact on student attitudes but that improvement was needed in some cognitive areas. About half of the staff members considered the resource centers, the small group areas, and the commons areas as physically inadequate. Small group instruction and independent study were viewed by both students and staff as more valuable than large group instruction. Recommendations for improvement were made. (Author/CK)

ED 084 272 TM 003 280

Johnson, Lary Gondek, Joseph

The Staff and Student Questionnaire.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Report No.—C-71-57

Pub Date Sep 72

Note—10p.

Available from—Not available separately; see TM 003 279

Document Not Available from EDRS.

Descriptors—*Program Evaluation, *Questionnaires, Secondary Grades, *Teacher Attitudes, Technical Reports

The staff questionnaire for evaluation of the South High Program during 1971-72 is presented. It contains a total of 37 questions. (CK)

ED 084 273 TM 003 281

Johnson, Lary Gondek, Joseph

Student Response by Subgroups.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Report No.—C-71-51

Pub Date Sep 72

Note—5p.

Available from—Not available separately; see TM 003 279

Document Not Available from EDRS.

Descriptors—*Questionnaires, Secondary Grades, *Student Reaction, Technical Reports

The student response to questions about the South High Program during 1971-72 is presented. A total of 27 questions and answers are presented. (CK)

ED 084 274 TM 003 282

Epstein, Glenda

The Minneapolis Voluntary Urban Transfer Program: Clinton and Burroughs Elementary Schools: 1970-71. An Evaluation.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Pub Date Nov 72

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Elementary Grades, *Elementary School Students, Interviews, *Parent Attitudes, Questionnaires, *Racial Integration, Student Attitudes, Student Characteristics, Teacher Attitudes, Technical Reports, *Transfer Programs, *Voluntary Integration

Identifiers—Minneapolis Public Schools

A voluntary, one-way transfer program of 59 white students from one elementary school to another for the purpose of developing an integrated education program is described. Ways of measuring the effects of the program include interviews with the mothers both parents, and with the teachers at both schools, and questionnaires administered to students and teachers at both schools. Results indicate: (1) Parents as a whole were pleased with the program; (2) The children's enthusiasm for school increased; (3) The parents felt that the program could be strengthened by having buses available more often to take parents and children to and from the school; (4) Attendance rate increased significantly; (5) Teachers felt that the transferred students were a positive influence on the school; (6) One school preferred curious students, whereas the other preferred self-reliant ones; and (7) Students at one school perceive school to be more difficult than those at the other school. The findings of the study are generally positive. (CK)

ED 084 275 TM 003 283

Johnson, Lary Johnson, Ralph H.

Reorganized Junior High Program 1971-72: A Summary of Findings and Implications.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Report No.—C-71-13

Pub Date Dec 72

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Counselor Role, Intermediate Grades, *Junior High School Students, Parent Attitudes, *Program Evaluation, Questionnaires, Student Attitudes, Teacher Attitudes, *Teamwork, Technical Reports

Identifiers—*Minneapolis Public Schools

Findings presented in a lengthy evaluation report of a reorganized junior high program in Minneapolis during the 1971-72 school year are summarized. In the Jordan component of the program, two counselors coordinated six workshops attended by about half of the teachers who had at least one seventh grade class. Teachers reported improved contact with counselors during the 1971-72 school year from that of the previous year. A questionnaire administered to students indicated that students also had more contacts with the counselors during the 1971-72 school year than in the previous one and that the students had positive attitudes toward their counselor. Parental involvement did not increase over the two-year period. In the Marshall-University component, teacher-counselor teams were set up to work with half of the students in grades seven and eight. All teachers felt that the team approach helped meet the needs of some students and that the counselor was a useful member of the team. The majority of the students felt that the team concept was better for students than not having teachers and counselors work as a team. Parental comment toward the team concept was generally positive. (CK)

ED 084 276 TM 003 284

Continuance and Transience among Teachers and Pupils in the Follow Through Program in Philadelphia, 1968-1972.

Philadelphia School District, Pa. Office of Research and Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—R-7224

Pub Date Oct 72

Grant—OEG-0-8-522481-4649

Note—79p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Continuation Students, *Data Analysis, *Faculty Mobility, Followup Studies, Literature Reviews, Models, Primary Grades, *Student Mobility, *Tables (Data), Teacher Persistence, Technical Reports, Transient Children

Identifiers—*Follow Through Program, Philadelphia

A study based on an individual tracking design for both teachers and pupils was conducted. It reports teacher and pupil continuance and transience data for each of the seven models as well as for the total program. A review of relevant literature was conducted. Four sources of information were used to pinpoint the total Follow Through pupil population: Fall rosters, Spring rosters, an April listing of all pupils present, and Individual Pupil Cumulative Record Cards. Teacher C-T data were tabulated to show the number and percentage of teachers remaining in the program in each grade for each model and then for the total program. A cumulative analysis program also was written to follow all children in the program as they progressed through succeeding years. This study accounted for 309 teachers in the total program over the first four years of Follow Through in Philadelphia. The continuance rate favors the upward progression of the program through grades. More than 70% of children enrolled have continued through 1972. Results are broken down in tabular form. (CK)

ED 084 277 TM 003 285

Bergeth, Robert

A Descriptive Picture of Minneapolis Public Schools' Title I Special Learning and Behavior Problem Students 1971-1972.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Report No.—C-71-77

Pub Date Sep 72

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement Tests, *Behavior Problems, Elementary Grades, *Elementary School Students, Emotional Problems, *Learning Difficulties, Mathematics Instruction, Public Schools, Reading Instruction, *Special Programs, Student Characteristics, Student Testing, Technical Reports

A descriptive picture of the students in the Minneapolis Public Schools' Special Learning and Behavior Problems (SLBP) Title I ESEA program is presented. Eighteen Title I teachers trained in special learning and behavior problems work in Target Area elementary schools. SLBP teachers provide individual instruction for children with severe learning and behavior problems which retard academic progress but do not necessitate placement in special education classes. The teachers work mainly on reading problems, but also work on math problems. The teachers also attempt to help a student who has some emotional or social problems. A total of 19 Title I schools with 325 SLBP children and 211 students who, according to teachers, could benefit by placement into the program were studied. The third and fourth grades had the largest number of students in the program. The typical SLBP student was a white male who had been enrolled in the program for about 10 months and who had a good chance of not living in a home where both parents resided. His parents had a strong possibility of receiving AFDC assistance, and there was a larger than average number of children in the family. He performs poorly on standardized achievement tests in reading and math. He does better on activities which are nonverbal in nature. Recommendations are made. (Author/CK)

ED 084 278 TM 003 286

An Evaluation of an Experimental Progress Report Card Used in Selected Elementary Public Schools in Minneapolis, Minnesota During 1971-1972.

Augsburg Coll., Minneapolis, Minn. Social Science Research Center; Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Report No.—C-71-39

Pub Date Nov 72

Note—49p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Elementary Grades, Evaluation Techniques, *Parent Attitudes, Public Schools, Questionnaires, *Report Cards, *Student Evaluation, *Teacher Attitudes, Technical Reports

An evaluation among parents and teachers of an Experimental Progress Report Card was conducted. The study was carried out in eight elementary schools where the Report had been used to report student performance during the 1971-

72 school year. A total of 53 teachers and 38 parents were included in the inquiry. Responses of both teachers and parents to the questionnaires suggested that the report card afforded a high degree of individualization. Most parents felt the instrument gave them a good picture of their child's progress. The majority of the parents preferred the new report card to the old card. More than half of the teachers surveyed felt the new card expressed a basically different philosophy—with which they agreed—personalization, individualization, and a lack of comparison and grading. However, most teachers felt revisions were necessary and expressly requested check lists for attitudes and skills. (Author/CK)

ED 084 279 TM 003 287

Kent, Thomas H. And Others

Development of a Student-Paced Course in General Pathology Utilizing a Computer Managed Evaluation System.

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, Comparative Analysis, Computer Assisted Instruction, *Computer Programs, *Course Evaluation, *Course Organization, Evaluation Techniques, Higher Education, Pathology, Problem Solving, *Student Testing, *Tests

Identifiers—*Coursewriter III Test

The advantages, feasibility and problems associated with a student-paced course were investigated, and a computer managed evaluation system compared to paper and pencil testing mode. The development of a self-paced course was facilitated by explicit behavior objectives, a variety of learning materials referenced to the objectives and a large pool of test items. The advantages of the self-paced course, which was given in an otherwise fixed curriculum, included a moderate reduction in student completion time, more uniform mastery of the objectives, less conflict with other courses, a strongly positive student attitude, and more use of faculty for problem-solving learning experiences compared to information transfer. Problems in operating the course were mainly associated with the administration, grading and providing feedback on 2,000 individual tests. Half of the tests were administered on cathode ray terminals utilizing Course-writer III language with disk storage of all student responses and scores. Major advantages of the computer administered tests over paper and pencil tests included immediate feedback to students, production of summaries of student performance and attitudes without manual manipulation of paper or figures, and less worry about test security. By the end of the course, students preferred the computer to paper and pencil tests. (Author/CK)

ED 084 280 TM 003 288

Andrew, Barbara J.

A Methodology for the Development of Examinations to Assess the Proficiency of Health Care Professionals.

Spons Agency—Carnegie Corp. of New York, N.Y.; Robert Wood Johnson Foundation, New Brunswick, N.J.

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classification, *Evaluation Methods, Health Occupations, *Health Personnel, Higher Education, *Performance Criteria, Problem Solving, Standards, *Task Analysis, Technical Reports, *Test Construction

An approach for developing examinations to assess the proficiency of health care professionals which utilizes a task inventory methodology is described. Examination development is based upon the identification of health care functions which individuals within a specific category of health professional should be skilled in performing. The several hundred entries in the task inventory are organized under headings that correspond to components of the clinical problem-solving process. A subsequent stage in this methodology provides for the assignment of relative priority ratings to these health care functions, so that those receiving a high priority undergo further analysis in order to serve as the basis for the development of examination materials. Priority ratings are determined by judgments regarding the expected frequency with which a health care function is performed and its "criticalness" to optimum health care delivery. Finally, the knowledge and skills components of each health

care function receiving a high priority are specified and stated behaviorally. (Author/CK)

ED 084 281 TM 003 289

Hiller, Jack H. And Others

On the Uses of the Computer for Content Analysis in Educational Research.

Pub Date Feb 73

Note—21p.; Revised version of paper presented at national conference of Association for Computing Machinery (San Francisco, August 1969)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, Classification, *Computer Programs, *Content Analysis, Educational Research, *Measurement Instruments, *Scoring, Social Sciences, *Structural Analysis, Technical Reports

Current efforts to take advantage of the special virtues of the computer as an aid in text analysis are described. Verbal constructs, category construction, and contingency analysis are discussed and illustrated. Mechanical techniques for reducing human labor when studying large quantities of verbal data have been sought at an increasing rate by researchers in the behavioral sciences. Whatever the purpose of research, if it is to have a scientific character, it must involve an attempt to reduce natural language data, by formal rules, to measures reflecting theoretically relevant properties of the text, its source, or its audience effects. At the present time, there is no one theory or method dominating the field of natural language analysis. Although much work is currently being expended to implement a finite set of rules on the computer, little has been accomplished that is directly useful to researchers in the social sciences. (Author/CK)

ED 084 282 TM 003 290

Hiller, Jack H. And Others

Relationships of Philosophic Mindedness and Intellectual Self-Confidence with Verbal Ability and Deductive Reasoning Skills.

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitude Tests, College Students, *Correlation, Higher Education, *Measurement Instruments, *Performance Tests, Sex Differences, Technical Reports, *Verbal Tests

Identifiers—American College Tests English, Intellectual Self Confidence, Philosophic Mindedness

Relationships among Philosophic Mindedness (PM) (a measure of cognitive flexibility), Intellectual Self-Confidence (ISCS), ACT English (ACT-E) and the ability to reason deductively (PCRT) were obtained for 46 female and 45 male undergraduates. ISCS and PM both correlated with total PCRT performance as well as or better than ACT-E for females. However, ACT-E was much higher correlate of total PCRT for males than either ISCS or PM. Both ISCS and PM correlated significantly (p more than .05) with ACT-E for males, but neither significantly correlated for females. (Author)

ED 084 283 TM 003 291

Hollweg, C. Lewis And Others

Quantitative Measurement of Sociometric Relationships through Multidimensional Scaling.

Pub Date 73

Note—21p.; Paper presented at the Southwestern Psychological Association (1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computer Programs, *Group Dynamics, Higher Education, Individual Differences, *Interpersonal Relationship, *Measurement Techniques, Models, *Personality Assessment, *Sociometric Techniques, Stimuli, Tables (Data), Technical Reports

Identifiers—*Individual Differences Scaling, INDSCAL

An analysis of group social relationships through an interpersonal perception point of view is presented. Each member of a group is asked to make a judgment concerning the social distance between each pair of members in the group. The Carroll and Chang scaling model, called Individual Differences Scaling (INDSCAL), which assumes that individuals use similar dimensions in making distance judgments between stimuli, but that individuals may differentially weight these dimensions in making their judgments, was applied. Data were collected from a group of 8 fraternity men who had volunteered for sensitivity training. At the second meeting hour of the train-

ing group, each group member was asked to fill out a Cattell 16 P.F. personality inventory and a FIRO-B Interpersonal Inventory, and to make four unidimensional forced rankings of all group members on: degree of openness, degree of empathy, degree of trust, and degree of gregariousness. The pair comparison judgments of social distance were analyzed by the INDSICAL computer program. Results are given in tabular form. (CK)

ED 084 284 TM 003 292

Saarni, Carolyn I. And Others
The Vicissitudes of Sex-Role Assessment.

Pub Date Apr 73
Note—18p.; Paper presented at the Annual Meeting of the Western Psychological Association (Anaheim, Calif., April 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Analysis of Variance, *Identification (Psychological), *Measurement Instruments, *Psychological Studies, Rating Scales, *Role Perception, Self Concept, *Sex Differences, Tables (Data), Technical Reports
Identifiers—Psychological Femininity Scale, Sex Role Stereotype Scale

A study of the psychological differences between maleness and femaleness is presented. The sample studied consisted of four groups: (1) 24 pre-service nursing trainees, all female; (2) 57 introductory psychology students, 31 females and 26 males; (3) 19 Caucasian non-college graduate adults, 11 females and 8 males; and (4) 27 radical feminists. Instruments used were Robert May's projective test technique, the Sex Role Stereotype Scale developed by Rosenkrantz, Broverman et al., Gough's scale for assessing "psychological femininity" and the process of asking the subject what he thinks. A 4 X 3 X 2 multivariate analysis of variance for female subjects and a 2 X 3 X 2 multivariate analysis of variance for male subjects were conducted to test for main effects and interactions of group membership, marital status, and having children or not on the eight dependent variables derived from the four sex role instruments. The results of the study showed the following two consistencies: (1) males receive substantially more masculine scores on the Sex-Role Stereotype Scale and the Gough Scale than women if the women's scores across the four groups are combined; and (2) one's peer group appears to influence the expression of sex-typed behaviors and dispositions. As to the validity of sex-role assessment, current tests and scales do not distinguish among the differing degrees of significance of various sex-typed behaviors but rather sum or average across various items of sex-typed behavior. (CK)

ED 084 285 TM 003 293

Green, Donald Ross
Racial and Ethnic Bias in Achievement Tests and What To Do About It.

Note—9p.
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement Tests, *Criterion Referenced Tests, Cultural Differences, Ethnic Groups, *Norm Referenced Tests, Problem Solving, Program Evaluation, *Student Evaluation, *Test Bias, Test Construction, Test Results

A description of two proposals for alleviating the racial and ethnic bias in tests of achievement used in schools is presented. One of them entails adding steps to the construction procedures used in building norm referenced achievement tests; the second entails using criterion-referenced achievement tests rather than standardized tests for certain purposes. The principal uses of achievement tests are to: (1) evaluate the status of a student or a set of students in a class, school, or school system; (2) evaluate programs, curricula, and instructional materials; (3) diagnose problems; and (4) provide a basis for planning individual, class, or system programs. The bias built into tests arises in the minds of those who write and edit the tests and from the procedures used to improve the tests. It is suggested that members of each of the groups concerned with the test participate in constructing the examinations from the start and to use item writers and editors that represent all major ethnic and cultural groups in the population. Criterion-referenced tests should be designed to show exactly what the pupils have learned; these tests should be used for specific diagnosis of school and program problems. (CK)

ED 084 286 TM 003 294

Johnson, Larry
Secondary Schools Released Time Evaluation: 1971-72.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.
Report No—C-71-67
Pub Date Jun 72
Note—41p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Objectives, *Program Evaluation, *Questionnaires, *Released Time, School Policy, Secondary Grades, *Secondary School Teachers, Teacher Attitudes, Technical Reports

Identifiers—*Minneapolis Secondary Schools

During the 1971-72 school year, Minneapolis secondary students were released from their classes every Tuesday at 2:00 to allow secondary staff members to participate in staff development activities. The purpose of the released time program was to give secondary personnel an opportunity to work on common concerns and objectives. Based on questionnaire returns from more than 80% of the teachers, more time was spent on department meetings than on any other activity. Other activities on which many teachers spent released time were attending quadrant consultant meetings, attending faculty meetings to discuss school policies, developing new courses and materials, and identifying department objectives. Almost 90% of the responding personnel would like to see the Secondary Released Time Program continued. (Author/CK)

ED 084 287 TM 003 295

Johnson, Larry Faunce, R. W.
Alternative Schools Outside the Public School System in Minneapolis 1971: A Description of Secondary School Students Who Attended Them.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.
Report No—C-71-76
Pub Date Sep 72
Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Alternative Schools, Public Schools, *Questionnaires, Secondary Grades, *Secondary School Students, Self Concept, *Student Attitudes, *Surveys, Technical Reports, Values

Identifiers—*Minneapolis Public Schools

A survey of alternative school students was undertaken by the Minneapolis Public Schools in the Spring of 1971 to collect information which would help in the development of programs to meet the needs of these students. A total of 54 students, three-fourths of those attending three alternative schools, completed questionnaires. Compared with their previous (public) schools, alternative schools were viewed by the students as providing: more positive and closer relationships with staff and other students, courses that were more interesting and easier to understand, more student input and freedom, more relevant curriculum, and more opportunities to improve basic skills. Alternative school students appeared to have good self-concepts in general and positive concepts of themselves as learners; however, on items more directly related to school tasks they were not as positive. Implications of the study for the public school system are discussed. (Author/CK)

ED 084 288 TM 003 296

Johnson, Larry Faunce, R. W.

Alternative School Student Questionnaire.
Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Pub Date Feb 71
Note—9p.
Available from—Not available separately; see TM003295

Document Not Available from EDRS.

Descriptors—*Alternative Schools, *Questionnaires, Secondary Grades, *Student Attitudes
The questionnaire administered to alternative secondary school students by the Minneapolis Public Schools in the Spring of 1971 is presented. It contains a total of 57 items. (CK)

ED 084 289 TM 003 297

Wright, Elica And Others

A Survey of 1971 - 1972 Drop-Outs in a Secondary School.
North York Board of Education, Willowdale (Ontario).

Pub Date Feb 73

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Dropout Research, Educational Environment, *Factor Analysis, *Interviews, Parent Attitudes, Secondary Grades, *Secondary School Students, *Surveys, Tables (Data), Technical Reports

A study was conducted to scrutinize school factors related to dropouts at the secondary level. One senior secondary school comprised the sample for the study. Telephone interviews were conducted with the dropouts; these interviews were loosely structured, and the interviewer encouraged students to talk generally about their school experiences. The information recorded by the interviewer was broken down into the 11 areas specifically queried, and codes were established within each of these broad areas. Approximately half the comments made about teachers or teaching methods were positive and about half were critical. Of the many comments about school or the school environment, roughly one-third were positive. Approximately one-third of the dropouts told the interviewer that they were doing well academically. More than half of the parents of dropouts were disappointed about their child leaving school. A large majority of the dropouts said they would advise other students to remain in school. Close to 40% of the dropouts mentioned that 1971-72 was their first year at the school. (CK)

ED 084 290 TM 003 298

Wright, E. And Others
Survey of Secondary School Teachers' Perceptions of School and Education.

North York Board of Education, Willowdale (Ontario).

Pub Date Apr 72

Note—82p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Data Analysis, *Questionnaires, Rating Scales, Secondary Grades, *Secondary School Teachers, *Surveys, *Tables (Data), *Teacher Attitudes, Technical Reports

A survey of teacher attitudes on the North York staff was conducted. Questionnaires were sent to 20 secondary schools in the borough; this questionnaire was comprised of 36 statements which teachers were asked to agree or disagree with on a 5-point scale, 3 questions about their teaching experience, and 3 open-ended questions asking for comments about their schools. Responses to the closed-ended questions were tabulated by computer; responses to the open-ended section were coded and tabulated in the Department of Education Research Services. A total of 79% of the teaching staff in North York participated in the survey. Results are given in tabular form. (CK)

ED 084 291 TM 003 299

Wright, E. And Others
Survey of Parents of Secondary School Students' Perceptions of School and Education.

North York Board of Education, Willowdale (Ontario).

Pub Date May 72

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Discipline Policy, Evaluation, Graphs, *Parent Attitudes, *Questionnaires, Secondary Grades, Standards, Student Responsibility, Student Rights, *Surveys, Tables (Data), Technical Reports

A survey was conducted of 300 parents of students in each of 18 North York Senior High Schools to determine their attitudes toward the schools which their offspring attended. Questionnaires containing 10 statements to be agreed or disagreed with were mailed to these parents, who were selected at random from listing of parents of students. The statements covered four broad topics: School and Education in General, Standards and Evaluation, Discipline and Attendance, and Students' Rights and Responsibilities. Parents were invited to make additional comments on the back of the questionnaire. Results are given in tabular and graphic form. (CK)

ED 084 292 TM 003 300

Proger, Barton B. Mann, Lester
An Historical Review of Theoretical and Experimental Literature on the Teaching Values of Informal (Nonstandardized), Teacher-Made Achievement Tests: 1913 - 1968.

Montgomery County Intermediate Unit 23, Blue Bell, Pa.

Pub Date Oct 73

Note—135p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Achievement Tests, Feedback, Grades (Scholastic), *Instructional Aids, *Literature Reviews, Student Attitudes, *Teacher Developed Materials, Testing, Values

A study of informal, teacher-generated testing activities is presented. The following major topics are covered: (1) frequency of informal achievement testing as related to test learning (2) informal achievement test grades in relation to testing as a learning device, (3) test correction with respect to informal achievement testing as a learning device, (4) test result feedback as related to testing as a learning device, (5) pretesting as an aspect of testing as a learning device, (6) retesting as an aspect of testing as a learning device, (7) test expectation as an aspect of testing as a learning device, (8) test exemption as an aspect of testing as a learning device, (9) student preparation for tests as an aspect of testing as a learning device, (10) student attitudes toward informal achievement tests, (11) test type as an aspect of testing as a learning device, and (12) "test-like events" as an aspect of testing as a learning device. (CK)

ED 084 293

TM 003 301

Watson, Charles D.

Educational Needs Assessment, 1972. Arkansas Department of Education.

Arkansas State Dept. of Education, Little Rock.

Pub Date 73

Note—41p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affective Behavior, *Cognitive Processes, *Data Collection, *Educational Needs, Elementary Grades, Evaluation Techniques, *Psychomotor Skills, Secondary Grades, Tables (Data), Technical Reports, Testing, Test Results

Identifiers—*Arkansas

A summary of pre-test data collected for the Arkansas needs assessment project is presented. This report reflects the results of a two-year study. The project includes assessment in all three learning domains: cognitive, affective, and psychomotor. The State of Arkansas was divided into three geographic areas, and participating districts were nominated on the basis of geographic location, racial make-up and size. Data collection in the cognitive domain was limited to the third and eighth grades. The SRA Achievement Series was used at both levels. In measuring the affective domain, the secondary level School Sentiment Index was employed. Assessment in the psychomotor domain was limited to students in the eighth and eleventh grades; testing for these students was done with the President's Council on Physical Fitness Test. Conclusions are given as related to the cognitive and affective domains. (CK)

ED 084 294

TM 003 302

Watson, Charles D.

Guidelines for Administration: Arkansas Needs Assessment Project Attitude Inventory.

Arkansas State Dept. of Education, Little Rock.

Pub Date 73

Note—6p.

Available from—Not available separately; see TM 003 301

Document Not Available from EDRS.

Descriptors—Attitudes, *Educational Needs, *Guides, *Tests

Identifiers—*Arkansas

The rules for administration of the Arkansas Needs Assessment Project Attitude Inventory are presented. (CK)

ED 084 295

TM 003 309

Fremer, John

Application of Criterion-Referencing to Schools.

Note—18p.; Paper based on a presentation at the Annual Conference of the Educational Records Bureau (N.Y., N.Y. November 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Criterion Referenced Tests, *Data Collection, Measurement Techniques, Norm Referenced Tests, *Student Evaluation, Technical Reports, *Test Construction

The definitions of norm-reference and "criterion-referenced" tests and the applications of them are discussed. A norm-referenced test is one that yields scores which are interpreted through the use of norms. Applications of these include survey achievement tests, college selec-

tion tests, aptitude batteries, and armed services classification tests. The word "criterion" has been used with two different meanings. Psychologists and educational researchers use the term as a specific standard against which learning performance is judged. Measurement people use the word to refer to performance in the real world against which test performance will be validated. There are also differences in approach to the word "referencing." It is suggested that criterion-referenced tests can be differentiated from norm-referenced tests in that they do not focus on the problem of individual differences. The problem of developing criterion-referenced tests is discussed. An assessment program is an appropriate place to apply criterion-referenced concepts and techniques, as specific information on students' attainment of objectives can be collected. (CK)

ED 084 296

TM 003 310

Johnson, Larry

Teacher Released Time in Minneapolis Elementary Schools: An Evaluation 1971-72.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Report No.—C-71-9

Pub Date Jul 72

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Consultants, *Elementary School Teachers, Higher Education, *Inservice Teacher Education, *Program Evaluation, Questionnaires, *Released Time, School Policy, Staff Orientation, *Teacher Attitudes, Teaching Techniques, Technical Reports

Identifiers—*Minneapolis Elementary Schools

A program in which children were released from school one hour and thirty minutes earlier than the regular time each Tuesday, to provide time for elementary school personnel to participate in inservice training activities, is described. Three Tuesdays each month were designated for individual school activities to be planned and implemented by the principals and their staffs. The remaining Tuesdays were set aside for meetings organized by consultants and directors. Questionnaire returns by 80 percent of the elementary classroom teachers indicated that much released time was spent on: conferring with parents, planning and discussing new instructional methods and techniques, attending faculty meetings to discuss school policies and procedures, attending grade level meetings, and developing new materials with other staff members in the school. About 9 out of 10 elementary staff members felt students would receive a better education as a result of released time activities. Recommendations were to continue the program, continue the once-a-week schedule, provide for more staff input into planning released time activities, and provide more time for sharing ideas and working together within individual buildings. (Author/CK)

ED 084 297

TM 003 311

Johnson, Larry

Appendix A: The Elementary Released Time Questionnaire.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Report No.—C-71-9

Pub Date Jul 72

Note—3p.

Available from—Not available separately; see TM 003 310

Document Not Available from EDRS.

Descriptors—*Elementary School Teachers, Higher Education, *Questionnaires, *Released Time, *Teacher Attitudes

A 25-item questionnaire addressed to staff members concerning their attitudes toward a weekly released-time program, which afforded them an opportunity to find ways of improving elementary instruction, is presented. (CK)

ED 084 298

TM 003 312

Crowe, Jennifer L. Hellervik, Lowell W.

Minneapolis Reserve Teacher Cadre Training: A Follow-up Study of the 1969-70 Program.

Personnel Decisions, Inc., Minneapolis, Minn. Spons Agency—Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Report No.—C-71-64

Pub Date Dec 72

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Changing Attitudes, *Followup Studies, Program Evaluation, *Substitute Teachers, *Teacher Education, Teacher Placement, Teacher Recruitment, Technical Reports, *Urban Schools

Identifiers—*Minneapolis Public Schools

A program to recruit, train, and encourage persons to substitute teach in the inner-city schools of Minneapolis is discussed. A follow-up study was conducted by an independent evaluator, a year and one-half later. Results show that few participants were still on the job. Findings were: (1) 18 percent of those teachers who completed the program still were substitute teaching in the inner-city schools; (2) Heavy use was made of those who did reserve teach; and (3) The program had an excellent impact on the attitudes of the participants. Recommendations include: (1) Use more careful selection procedures for cadre participants; and (2) Improve placement procedures on completion of training. (Author/CK)

ED 084 299

TM 003 313

Hughes, Donald E. And Others

Seventh Grade Expanded Program at Northeast Junior High 1970-71.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Report No.—C-70-43

Pub Date May 72

Note—58p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Analysis, Counselor Role, *Counselors, Grade 7, Improvement Programs, *Junior High School Students, *Program Evaluation, *School Organization, Student Needs, Teacher Attitudes, *Workshops

Identifiers—*Minneapolis Public Schools

An expanded seventh grade program developed from a proposal of the Guidance Department is discussed. The proposal aimed to reorganize the junior high school to better meet the needs of students and teachers. The basic procedures given in the proposal for attaining this objective were to change the role of the counselor to emphasize program coordination and teacher-counselor working relationships, to organize the program into smaller units based on more interstaff planning, and to provide students with more input into program development. The junior high was provided funds for an additional counselor and a one-week summer workshop for two counselors and 10 teachers. Increased teacher-counselor and teacher-teacher communication during the workshop and throughout the year produced a number of objectives and activities to reach the objectives. Some of the activities and developments were a new report grading system, student elective units, circle meetings in the classroom, coordination of instruction between subject areas, less objective testing, and greater use of discussion-inquiry teaching methods. At the end of the school year, 81 percent of the teachers, compared with 51 percent of the teachers at four comparison schools, rated the counselors as very helpful. However, there were few differences between the students in the experimental school and those in four other comparison schools on rated counselor effectiveness. (Author/CK)

ED 084 300

TM 003 315

Alderman, Jerald R. Picard, Richard L.

A Study to Develop Useful Regression Models for Predicting Performance at the School of Systems and Logistics Graduate Education Division with Emphasis on the Quantitative Courses.

Air Force Inst. of Tech., Wright-Patterson AFB, Ohio. School of Systems and Logistics.

Report No.—IAW-AFR-190-17; SLR-23-73A

Pub Date Mar 73

Note—90p.; Master's Thesis

Available from—National Technical Information Service, Springfield, Va., 22151 (AD-760 096, MF \$1.45 HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Academic Performance, Graduate Study, Mathematical Logic, Mathematical Models, *Multiple Regression Analysis, *Predictor Variables

Identifiers—*Air Force Institute of Technology

The implications of the report are that a knowledge of quantitative areas is becoming increasingly more important in the logistics career fields. Therefore the study has emphasized predicting academic performance in quantitative courses in graduate logistics. It was expected that

a useful model of this type, in conjunction with the other models, would find practical application in the future by making possible the identification of those applicants with the greatest probability of success. (Editor)

ED 084 301 TM 003 316

Weiss, David J.
The Stratified Adaptive Computerized Ability Test.

Minnesota Univ., Minneapolis. Dept. of Psychology.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—N00014-67-A-0113-0029

Pub Date Sep 73

Note—56p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Branching, *Individualized Programs, Individual Tests, *Item Banks, *Measurement Techniques, *Models, *Predictive Ability (Testing), Programming, Scoring Formulas, Testing

Identifiers—Adaptive Testing, *Computer Assisted Testing, Peaked Ability Test, Stradapive Tests, Tailored Testing

This report describes the stratified adaptive (stradapive) test as a strategy for tailoring an ability test to individual differences in testee ability; administration of the test is controlled by a time-shared computer system. The rationale of this method is described as it derives from Binet's strategy of ability test administration and findings concerning peaked tests from modern test theory. The essential elements of stradapive testing which are considered include the differential entry point, branching rules, and individualized termination criteria. Also discussed are different methods of scoring the stradapive test, and the implications of individual differences in consistency of test responses within the stradapive test record. A number of examples of the results of live stradapive testing are presented and discussed. Implications of additional data derived from stradapive test response records are considered and related to other psychometric concepts. (Author/NE)

ED 084 302 TM 003 317

Betz, Nancy E. Weiss, David J.
An Empirical Study of Computer-Administered Two-Stage Ability Testing.

Minnesota Univ., Minneapolis. Dept. of Psychology.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—N00014-67-A-0113-0029; PMP-73-4

Pub Date Oct 73

Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Individualized Programs, *Individual Tests, *Item Analysis, *Measurement Techniques, *Predictive Ability (Testing), Psychometrics, Scoring

Identifiers—Adaptive Testing, *Computer Assisted Testing, Flexilevel Tests, Linear Tests, Response-Contingent Testing, Two-Stage Testing

A two-stage adaptive test and a conventional peaked test were constructed and administered on a time-shared computer system to students in undergraduate psychology courses. (The two-stage adaptive test consisted of a routing test followed by one of a series of measurement tests.) Comparison of the score distributions showed that the two-stage test scores were more variable than the linear test scores; the distribution of two-stage scores was normal, whereas that of the linear test scores tended toward flatness. When considering the memory of the items, the two-stage test was found to have higher test-retest stability than the conventional. The relationship between the two-stage and conventional test scores was relatively high and primarily linear, but about 20% of the reliable variance in the conventional test scores was left unaccounted for. Further analyses of the two-stage test showed that the difficulty levels of the measurement tests were not optimal, and that 4 to 5% of the examinees were routed to inappropriate measurement tests. The poor internal consistency of the measurement tests in comparison with that of the routing and conventional tests was apparently due to the extreme homogeneity of ability within the measurement test sub-groups. The findings of the study were interpreted as favorable to continue exploration of two-stage testing. (Author/NE)

ED 084 303 TM 003 326

Johnson, Larry Faunce, R. W.

Minneapolis Junior and Senior High School Students' Attitudes Toward School May 1972.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Pub Date Nov 72

Note—49p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Affective Behavior, *Attitude Tests, Educational Environment, Questionnaires, *School Attitudes, *Secondary School Students, *Student Attitudes, Student Opinion, *Student School Relationship

Identifiers—*Minneapolis Public Schools, Student Opinion Questionnaire

This report presents the results of a 93-item student attitude measure, the Student Opinion Questionnaire (SOQ). The SOQ measures attitudes in the following areas: general listing of school, interest in learning, unfair punishment, self concept, friendly atmosphere, involvement in decision making, class discussions, positive reinforcement, curriculum relevance, fear of asking questions, perception of progress in learning, teacher quality, and racial attitudes. The Questionnaire was administered to over 22,000 students in grades 7-12 from 26 junior and senior high schools. Wide variations in the response patterns for individual schools and large grade level variations in the responses are described. The SOQ is in the developmental stages and has undetermined validity and reliability. However, its results may be used to stimulate staff development activities to study longitudinal trends in student attitudes, and to evaluate specific programs with affective objectives. (NE)

ED 084 304 TM 003 327

Weir, Mary Knox

Caregiver Language Observation Instrument. Manual of Instructions and Definitions.

Illinois Univ., Urbana. Div. of Child Development and Family Relations.

Note—9p.

Available from—Mary Knox Weir, University of Illinois, Division of Child Development and Family Relations, Urbana, Ill. 61801

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Care Workers, Day Care Services, Environment, Evaluation Techniques, *Expressive Language, *Infant Behavior, *Instrumentation, Language, *Observation

Identifiers—*Caregiver Language Observation Instrument

This manual describes the Caregiver Language Observation Instrument, a device useful for observing the language behavior of caregivers in infant day care settings. Eleven categories of language behavior are recorded: approval, disapproval, cautioning, soothing, talking to, questioning, labeling, elaborating, singing, directing, and imitating. The instrument also provides for data collection on the state of the child and the situation in which the child is functioning when the caregiver's language is observed. This manual provides instruction in the observation technique, the coding system, and a copy of the measure. (NE)

ED 084 305 TM 003 328

DeAmico, Gerald

Second Year Report "A Student's Rating Scale of a Teacher."

Sheboygan Public Schools, Wis.

Pub Date Jun 73

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classroom Environment, Individualized Instruction, *Junior High School Students, *Rating Scales, Self Evaluation, Student Opinion, Student Teacher Relationship, Teacher Evaluation, *Teacher Rating

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III

A rating scale was designed to obtain information from junior high school pupils that would aid teachers participating in an ESEA Title III project in their self-evaluation. The scale consisted of 16 items relating to interpersonal regard aspects of the classroom or individualization of instruction within the classroom, followed by a section for additional comments. The form was administered first in January and April, 1972; then again for the school year 1972-73 in October and April. Inspection of the results indicated that the average ratings for each item were quite stable over the

two-year period. Further analyses showed that the spring average was lower than the fall average; that, generally, pupils were satisfied in the classroom; and that teachers with more experience in the project scored higher. The part of the scale which allowed pupils to add a personal comment was found to be valuable. (NE)

ED 084 306 TM 003 329

Fennessy, James

Using Achievement Growth to Analyze Educational Programs. Work Unit 2A, Reward Structures-Achievement Growth.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—R-151

Pub Date Mar 73

Contract—NE-C-00-3-0114

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Achievement Gains, *Achievement Tests, Decision Making, *Educational Accountability, Grade Equivalent Scores, Measurement, *Program Evaluation, Scores, Standardized Tests, Student Improvement, Test Results

Identifiers—Interval Scales, *Scaling

The single most important output of any school is probably the magnitude of its students' growth in academic achievement. A variety of standardized tests has been developed to measure aspects of this achievement; however, only recently have administrators attempted to use such tests to help review and make decisions about educational programs. There have been such applications of achievement tests recently, as well as associated problems. One often unrecognized problem is that for these program analysis applications, it is necessary to develop a score format appropriate to the decision context, and one which has the properties of an interval scale. There have been some difficulties inherent in past attempts to develop internal scales of academic achievement; these difficulties carry several implications. With a more open-minded and pragmatic approach research and development work on some of these issues can be done rather easily and inexpensively. (Author/NE)

ED 084 307 TM 003 330

Kidder, Steven J. And Others

An Instructional Model for the Use of Simulation Games in the Classroom.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—JHU-CSOS-153

Pub Date May 73

Grant—OEG-2-7-061610-0207

Note—23p.

Available from—Center for Social Organization of Schools, The Johns Hopkins University, Baltimore, MD.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classroom Techniques, Computer Assisted Instruction, *Educational Games, *Foreign Relations, High School Students, International Education, Models, Program Evaluation, *Simulation

Identifiers—Instructional Models, PRINCE, *Programmed Inter National Computer Environment

The use of simulation games in the classroom has greatly increased over the past decade. However, little attention has been given to the need for a set of programs -- an instructional model -- that will enable teachers to use these games in a consistent and effective manner. This paper describes such an instructional model and provides a classroom evaluation of the model's application. (Author)

ED 084 308 TM 003 331

Williams, Gerald D.

Student Perceptions of Occupational Congruency. Work Unit 1.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—R-156

Pub Date Jun 73

Contract—NE-C-00-3-0115

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Occupational Choice, Occupational Guidance, Personality, *Personality Studies, *Role Perception, Secondary School Students, Student Interests, Student Opinion, Values, *Vocational Interests
Identifiers—*Holland's Personality and Environmental Types, Occupational Attitude Questionnaire, Vocational Theory

This paper examined student perceptions of occupational congruency using Holland's Realistic, Investigative, Artistic, Social, Enterprising, and Conventional personality and environmental types. Using the hexagonal arrangement of the types, congruency levels were established. Student perceptions were examined in the areas of activities, values, interests, traits, and competencies. It was hypothesized that students would perceive congruency with occupational types that corresponded to their personality types and that the degree of perceived congruency would parallel the levels empirically established from the hexagonal model. None of the hypotheses in the study was supported for the high school girls. However, the males tended to perceive occupational congruency overall — the congruency within activities, values, interests, and traits — differently according to the correspondence between their personality types and the types of the occupations presented to them. (Author)

ED 084 309 TM 003 333

Canah, Kathryn D.

Psychological Scaling In A Public School Speech Therapy Program. Final Report.

Emory Univ., Atlanta, Ga. Div. of Allied Health Professions.

Spons Agency—Office of Education (DHEW), Washington, D.C. Regional Research Program. Bureau No—BR-2-D-043

Pub Date 1 Oct 73
 Grant—OEG-4-72-0021

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Articulation (Speech), Child Language, Language Research, Rating Scales, Reliability, Sampling, *Speech Evaluation, *Speech Handicapped, *Speech Tests
Identifiers—*Scaling

The present study evaluated methods by which speech samples for equal appearing interval scaling of articulation defectiveness could be prepared with a minimum time expenditure. Ten public school speech therapists rated 40 one minute edited and 40 unedited speech samples on a nine point equal-appearing interval scale. The speech samples were recordings of the conversational speech of 40 children, classified as having articulation defects, ranging in age from 6-12. The results indicated: (1) the average ratings for the unedited tapes is as reliable as the average rating for the edited tapes. (2) The agreement between judges and the mean scale values are essentially the same for the edited and unedited tapes. (3) There is no relation between time to make a rating and reliability. It was concluded that since the amount of preparation time for edited tapes is so much greater than for unedited tapes, that unedited speech samples are the more practical clinical tool and the ratings obtained will be as reliable as ratings for edited samples. (Author)

ED 084 310 TM 003 334

Brook, Robert H.

Quality of Care Assessment: The Role of Faculty at Academic Medical Centers.

Note—16p.

Available from—Robert Brook, 12201 Village Sq. Terrace, Apt. 201, Rockville, MD. 20852

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Faculty, Medical Education, *Medical Evaluation, Medical Students, *Medical Treatment, *Medicine, *Quality Control

Currently, there is not a single university medical center in which an acceptable routine system to assure quality of care has been established. This may result from reliance on the structure of the medical education process as a proxy measure to assure that physicians perform appropriately in their role. Several studies have been conducted to determine quality of care at both university and community hospitals; the results emphasize a need for immediate implementation of a controlled quality assurance system. This system should include a "uniform hospital discharge abstract," noting patient characteristics, diagnosis, procedures, length of stay, patient's condition at time of discharge, and

physician. The system should be coupled with a series of routine studies which examine the process and outcome of care for selected patients. A quality assurance system based on the statistical data from these studies is the only way the deficiencies of medical education can be validly and reliably identified. (NE)

ED 084 311 TM 003 337

Gagne, Robert M.

Observations of School Learning.

Pub Date 27 Aug 73

Note—11p.; Paper presented at Annual Meeting, American Psychological Association, Montreal, Canada, August 27, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Classroom Environment, *Classroom Observation Techniques, Instruction, *Learning, *Learning Processes, *Observation, Reinforcement, Teacher Behavior, Teacher Characteristics

An observational study is described, not yet completed, of learning in school classrooms. Observations were made in a number of classes ranging from grade 1 to grade 12, including teaching in a variety of school subjects. The purpose of the study was to explore and refine a method for observing the events which support (or fail to support) learning. Such events were considered to fall in the broad categories of those which (1) introduce learning; (2) guide initial learning; (3) make learning memorable and generalizable; and (4) provide reinforcement. Observations were made of the learning of information, intellectual skills, attitudes, cognitive strategies, and motor skills. The method is contrasted with those having the purpose of observing modes of instruction, teacher behaviors, or teacher characteristics. The method is found to be feasible. Some generalizations are drawn about recurring observations in the classroom. (Author)

ED 084 312 TM 003 339

Assessment Instrument for Arizona Vocational Education Programs.

Arizona State Dept. of Education, Phoenix, Div. of Vocational Education.

Pub Date Sep 73

Note—40p.

Available from—Arizona Department of Education, Division of Vocational Education, 1535 W. Jefferson, Phoenix, AZ 85007

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Evaluation Techniques, *Program Evaluation, *Rating Scales, School Surveys, *State Surveys, *Vocational Education, Vocational Schools

Identifiers—Arizona State Assessment Programs, *State Assessment Programs

This instrument is designed for use by local education agencies and the Arizona Department of Education in assessing vocational education programs. It is part of a system designed to: (1) provide a basis for determining the accountability of vocational programs; (2) identify strengths and needs for improving vocational education programs; (3) provide a profile of total occupational programs through self-assessment as well as external review; (4) provide data for use in planning local district programs as well as state programs; and (5) provide recommended learning experiences to assist students to acquire and enhance the knowledge, skills, and attitudes necessary to succeed in careers. The assessment instrument is divided into five parts to facilitate the identification of program needs. These are: program planning, program support, student services, instruction, and evaluation. There are criterion statements and rating scales for each aspect of the program which is assessed. (EH)

ED 084 313 TM 003 340

Crawford, Patricia

North York Self Concept Inventory: A Preliminary Set of Norms and Technical Analysis.

North York Board of Education, Willowdale (Ontario).

Pub Date Sep 72

Note—30p.; Research Report

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Elementary School Students, Group Tests, *Self Concept, *Self Concept Tests, Self Esteem

Identifiers—*North York Self Concept Inventory
 This report provides information to indicate that the North York Self Concept Inventory is (1) sensitive - 23 of the 25 items do discriminate

highly between pupils with high and pupils with low self concept scores; (2) reliable - a test-retest reliability coefficient of .81 indicates pupils' responses are consistent over a brief (10 day) time period; (3) valid - items were selected from three existing self concept inventories which had been used intensively. The inventory can be easily administered and scored on a group basis to pupils in Grades 3 and up. The report includes norms tables, i.e. typical distributions of scores, for Grades 2-6 plus instructions on how to interpret them. It is suggested that the inventory could be used to measure change in self concept on an individual basis. A copy of the inventory is included. (Author)

ED 084 314 TM 003 341

Fennessey, Gail M.

Guidelines for Writing the Director's Manual for a Simulation Game.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 73

Grant—OEG-2-7-061610-0207

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Games, Guidelines, *Manuals, *Simulation

Identifiers—*Simulation Games

The Director's Manual is an important part of any simulation game. This paper provides an outline that will help the game designer prepare a well-organized and effective manual. Six sections that should be in the manual are discussed: the overview of the game, preparing for the game session, the game session, debriefing the game (the post game discussion), suggestions for repeated plays, and the appendix. (Author)

UD

ED 084 315 UD 013 808

Sie, Maureen A.

A Description and Evaluation of Section 3 Programs in Michigan, 1971-72. Report Number 2, Addendum.

Michigan State Dept. of Education, Lansing. Research, Evaluation, and Assessment Services.

Pub Date Mar 73

Note—131p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Achievement, Academic Performance, Arithmetic, *Compensatory Education, Educational Finance, *Elementary School Students, Objectives, Performance Criteria, Post Testing, Pretesting, *Program Descriptions, *Program Evaluation, Reading Skills, Resource Allocations, School Districts, Scores, *State Aid

Identifiers—*Michigan, Michigan State School Aid Act Section Three

This program, funded by the State of Michigan, was designed to provide compensatory education in basic reading and arithmetic skills for elementary school children with serious deficiencies in these areas. The composite achievement scores of the 1970-71 Michigan Educational Assessment Program were used to establish eligible school districts. Minimum performance objectives of at least one month's gain in achievement for each month of instruction as measured by approved pre- and posttest instruments were established for each student in the program. In order for each school district to receive the full allocation per pupil of \$200, each student must achieve 75 percent of the specified objectives. Funds were allocated to those districts with the highest concentration of students achieving at the 15th percentile or below—112,500 children in 740 schools in 67 districts—and were used for payment of salaries for qualified teachers, aides, counselors, social workers, for educational materials and equipment, and for special training for teachers and other staff members. The program's objectives of increasing basic skills in reading and arithmetic were realized such that a large percentage of students who previously had performed below average can perform at an average or above average pace when programs are designed to meet their needs. (ST)

ED 084 316 UD 013 875

Hearings Before the Select Committee on Nutrition and Human Needs of the United States Senate, Ninety-Third Congress, First Session. Nutrition Education-1973. Part 6--Phosphate Research and Dental Decay. Hearings Held Washington, D.C., April 16, 1973.

Congress of the U.S., Washington, D. C. Senate Select Committee on Nutrition and Human Needs.

Pub Date 16 Apr 73

Note--54p.

Available from--Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (Stock No. 5270-01877, \$0.40 domestic postpaid, \$0.25 GPO bookstore)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--*Child Development, *Dental Health, Federal Government, *Food, Government Role, Health Needs, Information Dissemination, Nutrition, Policy Formation, Public Health, Public Policy, Research Needs, *Research Reviews (Publications), Research Utilization, *Scientific Research

These hearings before the Select Committee on Nutrition and Human Needs of the United States Senate include testimony on the subject of research into the use of phosphates to prevent dental decay. The purpose of the hearing was to explore certain dental health questions raised during the committee's recent hearings on the Television Advertising of Food to Children. It was brought to the committee's attention during those hearings that considerable research has been conducted on the possibilities of adding phosphates to various foodstuffs--presweetened cereals and refreshment drinks--to help reduce the problem of dental decay in children. Some of the most extensive research in this area was privately conducted by the General Foods Corporation during the last decade, with the special approval of the Food and Drug Administration. The committee's hearing focuses on these studies. Representatives of the Food and Drug Administration, as well as the General Foods Corporation, testified. These witnesses included: Dr. Lloyd B. Tepper, associate commissioner for science, accompanied by Dr. Ogden C. Johnson, director, Division of Nutrition, Office of Sciences; Dr. Clarence C. Gilkes, dental officer, Division of Surgical-Dental Drug products; Mr. Gerald F. Meyer, director, office of Legislative Services, Food and Drug Administration, and A. S. Clausi, vice president and director of corporate research, General Foods Corporation. [Two pages of copyrighted materials have been deleted from this document. Some pages may not be clearly legible due to the size of the print.] (Author/JM)

ED 084 317 UD 013 878

Forsythe, Dennis

The Sociology of Black Separatism.

Pub Date Aug 73

Note--26p.; Paper presented at the American Sociological Association annual meeting, New York, N.Y., August 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--*Black Power, Majority Attitudes, *Nationalism, Negro Role, Political Attitudes, Political Power, Power Structure, Race Relations, Racial Integration, *Racial Segregation, Social Change, Social Integration, *Social Structure, *Sociology, Theories

In contrast to those Sociologists who have in the past identified with and accepted the ruling class notion of integration and have proceeded to develop elaborate models of race relations cycles, pluralism or other assimilationist and functionalist models to support this basic assumption, the author argues that Sociologists should instead attempt to develop dynamic models (e.g. based on the Dialectics) to show why some form of black Separation is inevitable and the form that it can take as well as the processes which are leading to this. In trying to locate blacks in the American social and political structure politicians, scholars and laymen alike have used the concept of "Integration" and "Separation" to designate polar points on a continuum which relates blacks to the American social structure. These two terms are elevated to "ideals" in the United States because the best majority of blacks are suspended on the margins of both possibilities. The predominant and recurring fact is neither integration or separation, but a state of limbo, of marginality. The Sociology of Black Separation should there-

fore be concerned with basically three facts: the white denial of integration, the condition of black marginality, and the ensuing imperative of black separation. (Author/JM)

ED 084 318 UD 013 879

Kamin, Leon Green, Winifred

Transcripts From the Southern Regional Council's Symposium on Human Intelligence, Social Science, and Social Policy. Text of Dr. Kamin's Presentation Denying That Proof Exists That IQ Test Scores are Hereditary; How Testing Harms Children; IQ Tests as Instruments of Oppression--From Immigration Quotas to Welfare.

Spons Agency--Southern Regional Council, Atlanta, Ga.

Pub Date 73

Note--16p.; A reprint from "South Today"

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--*Ability Grouping, Educational Diagnosis, Environmental Influences, Genetics, *Heredit, *Intelligence Differences, *Intelligence Tests, Racial Differences, *Racial Discrimination, Research Methodology, Research Problems, Social Differences, Social Discrimination, Social Sciences, Student Grouping

This document comprises three presentations made on March 23 at a symposium sponsored by the Southern Regional Council focusing on Human Intelligence, Social Science and Social Policy. The first of the three parts of the document is the text of the principal presentation, made by Dr. Leon Kamin, Chairman of the Department of Psychology at Princeton University. The presentation first summarizes findings of his extensive research into the original studies on which some American social scientists have based writings which at least question whether environment has any effect on IQ test scores--suggesting that heredity may be the determinant. The second part of the document is the text of a presentation by Ms. Winifred Green, director of the Atlanta-based Southeastern Public Education Program of the American Friends Service Committee. The presentation argues that grouping reinforces the effects of years of discriminatory treatment in the education of black children--locking them into classroom situations where curriculum, materials, teacher expectation and the resulting stigmas and hopelessness are the same as, or some predict worse than, the days of separate but unequal schools. The third part is the text of Dr. Kamin's afternoon presentation on the history of the use in the United States to support repressive public policy. (Author/JM)

ED 084 319 UD 013 880

Ikeda, Kiyoshi And Others

The Association of Racial Status, Socioeconomic Status, and Measured Ability Upon Academic Performance in a Liberal Arts College.

Pub Date 22 Apr 71

Note--17p.; Paper presented at the Ohio Valley Sociological Society annual meeting, Cleveland, Ohio, April 22, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--*Academic Ability, *Academic Achievement, Achievement Tests, Caucasian Students, *College Students, Educational Diagnosis, Intelligence Differences, Liberal Arts, Negro Students, *Racial Differences, Research Methodology, *Social Differences, Socioeconomic Status, Statistical Analysis

The purpose of this paper is to present some preliminary findings on the effects of racial status, socioeconomic status (SES), and measured ability (MA) upon academic performance of students in a liberal arts college. Preliminary analyses of academic performance (cumulative grade point averages and semester-by-semester grade point averages) among black and white students by SES and Mental Ability are reported for 95 black and 263 white students from the entering classes of 1964, 1965, and 1966 at Oberlin College. Findings suggest that grades among black students are not dependent on SES or upon mental ability measures to a significant extent. Some relationship between SES and MA to grades is found in the case of white students (subsequent, unreported analyses suggest that racial status predicts to grades when SES and MA are partialled out). The systematic, mean differences in grade point averages in the earlier semesters of a student's college career (lower mean points among black students, higher mean points among white students) is associated most closely with racial status when SES and MA are

controlled. It is suggested that categorical discrimination in pre-college opportunities limits the grade attainments of black students at Oberlin College. Given the selective pool of black students, their later semester grades begin to reflect on their tested potential. (Author/JM)

ED 084 320 UD 013 881

Ballard, Allen B.

The Education of Black Folk: The Afro-American Struggle for Knowledge in White America.

Pub Date 73

Note--173p.

Available from--Harper & Row, Publishers, Inc., 10 East 53rd St., New York, N.Y. 10022 (\$6.95)

Document Not Available from EDRS.

Descriptors--African American Studies, Black Power, College Curriculum, *College Integration, Compensatory Education Programs, *Educational History, Educational Philosophy, *Educational Policy, *Higher Education, *Negro Education, *Open Enrollment, Public Policy, Racial Segregation

Contents of this book, by the Dean for Academic Development at the City University of New York since 1969 and former director of City College's SEEK program, are organized in eight chapters, as follows: (1) The Educational Color Line in America; (2) Make the Cruel Oppressor Tremble! The Early Search for a Theory of Black Higher Education; (3) It's Just That Our Entire College is White! The Black Question and White Higher Education, 1865-1970; (4) Power to the People: Racial Strife on the Campuses, 1965-71; (5) Bridging the Gap: Compensatory Education Programs in White Colleges; (6) Blackening the Curriculum: White Universities and Black Studies; (7) "It Can Mean, God Help Us, the Admission of Everybody!" Open Admissions: A Case Study in the Politics of Race in Higher Education; (8) Whiter Black Education? (Author/JM)

ED 084 321 UD 013 889

Glaser, Robert

The New Aptitudes and Adaptive Education. CAE Newsletter, Volume 4, Number 2, July 1973.

Council on Anthropology and Education, Washington, D.C.

Pub Date Jul 73

Note--8p.

Available from--CAE Subscription and Membership Office, c/o American Anthropological Association, 1703 New Hampshire Ave., N.W., Washington, D. C. 20009 (Price not quoted)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--Cognitive Development, Developmental Psychology, Educational Change, *Educational Diagnosis, Educational Philosophy, *Educational Planning, Educational Psychology, *Elementary Education, Individual Development, *Individualized Instruction, Learning Processes, Preschool Education, Psychology, Psychometrics, Teaching Methods

This paper begins with the discussion of how certain developments in psychology have influenced present educational methods, and how recent work in learning theory, developmental psychology, and psychometrics strongly suggests new directions for educational research and practice. This theme is discussed in the context of a central problem in education--the individualization of instruction, or, in other terms, adapting educational environments to individual differences. The paper focuses on the education of the young child in the preschool and elementary school years, although the discussion seems applicable to all levels of our educational system. A selective mode of education is characterized by minimal variation in the conditions under which individuals are expected to learn. A narrow range of instructional options is provided, and a limited number of ways to succeed are available. In contrast, an adaptive mode of education assumes that the educational environment can provide for a wide range and variety of instructional methods and opportunities for success. Alternative means of learning are adaptive to and are in some way matched to knowledge about each individual--his background, talents, interests, and the nature of his past performance. (Author/JM)

ED 084 322 UD 013 890

Saprick, John M.

First Phase: CUTE Installation and Diffusion Project. Final Report.

Mid-Continent Regional Educational Lab., Inc.,
Kansas City, Mo.
Spans Agency—Office of Education (DHEW),
Washington, D.C.

Pub Date Aug 73
Grant—OEG-0-72-4522
Note—88p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—"College School Cooperation,
*Cooperative Programs, Inner City, Mental
Health," *Preservice Education, Sociology,
*Student Teaching, Teacher Attitudes, Teacher
Education, Teacher Education Curriculum,
Teacher Educators, Teaching Methods, Team
Teaching, Urban Schools, *Urban Teaching

The Cooperative Urban Teacher Education program is designed to train teachers for effective teaching in inner-city schools. CUTE requires a cooperative effort between the participating college or university and a public school system. The program is designed to replace the regular student teaching program for those students expressing an interest in teaching in inner-city schools and consists of a 16 week, urban-based program, directed by an instructional team composed of a mental health specialist, sociologist and teacher educator. In addition to student teaching in the inner-city classroom, CUTE assumes that a prospective teacher for the inner-city should: (a) understand his own and his pupils' environment and culture; (b) understand his own and his pupils' attitudes, insecurities, anxieties and prejudices; and, (c) understand and possess competency in inquiry teaching methods. In order to establish the desired degree of awareness and understanding in prospective inner-city teachers, the CUTE program is divided into three components: mental health, sociology and teacher education, all carried out within a framework of a series of interdisciplinary seminars and field studies. Inquiry teaching methods are emphasized. This approach strives to reduce the authoritarian role of the teacher in the classroom and encourages pupil participation. [A "Personal Orientation Inventory," part of Appendix B, has been deleted from this document for copyright reasons.] (Author/JM)

ED 084 323 UD 013 891

Lightfoot, Jean H.

Multi-Ethnic Literature in the High School: A

Mental Health Tool.

National Inst. of Mental Health (DHEW),
Rockville, Md. Center for Studies of Child and
Family Mental Health.

Report No.—DHEW-HSM-73-9079

Pub Date 73

Note—49p.

Available from—Superintendent of Documents,
Government Printing Office, Washington, D.C.
20402 (Stock No. 1724-00279; \$0.75 domestic
postpaid, \$0.50 GPO bookstore)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—"Annotated Bibliographies, Class
Activities, Curriculum Development, *Curriculum
Guides, *English Curriculum, English Instruction,
*High School Curriculum, Human
Relations, Instructional Materials, Intergroup
Education, Junior High Schools, Literature Appreciation, Literature Guides, *Mental Health,
Multicultural Textbooks

Mental health in education is conceptualized from an ecological point of view. In this framework, the school as an institution must not limit its attention to what it has traditionally viewed as its own particular area of subject matter responsibility; rather, it must perceive its responsibility as relating to the whole of human experience. This document is designed to provide tools for teachers—and in particular English teachers—who have been converted to the relevance of mental health concepts to the curriculum. The basic curriculum and annotated bibliography will enhance the learning environment and will give the individual English teacher a basic tool with which to create a structured course appropriate to the indigenous population of his school. This curriculum should provide a situation in which teachers and students can review and reflect upon the value system inherent in the life-style of each person. The activities suggested as parts of possible curricula for the ninth through twelfth grades frequently incorporated small class groupings and students teach/learn skills as a part of the basic foundation of the activities. This procedure emphasizes the im-

portance of the student's role in his own learning processes and allows him additional means of evaluating how much of what is being presented he has learned. (Author/JM)

ED 084 324 UD 013 894

Shedd, Joseph B.

**White Workers and Black Trainees: An Outline of
Some of the Issues Raised by Special Training
Programs for the Disadvantaged. Key Issues Series, Number 13.**

State Univ. of New York, Ithaca. School of Industrial and Labor Relations at Cornell Univ.
Pub Date 73

Note—41p.

Available from—Publications Div., New York
State School of Industrial and Labor Relations,
Cornell Univ., Ithaca, N.Y. 14850 (\$2.00)

Document Not Available from EDRS.

Descriptors—Adult Vocational Education, Caucasians, *Compensatory Education Programs, *Industrial Relations, *Industrial Training, Job Training, Laborers, Negroes, *Race Relations, Racial Attitudes, Resentment, *Role Perception, Social Attitudes, Trainees, Work Attitudes

The purpose of this report is to provide a firmer foundation for considering the questions involved in regular workers' reactions to training programs for the disadvantaged. Operating from what is largely a social-psychological perspective, the writer has attempted to outline some of the issues which seem important. Since there has been so little research on the subject, the first section of this report will look more closely at the question of why the reactions of regular workers are important to trainees and to the success of a program. A following section will consider how regular workers might interpret and respond to the behavior of trainees. Other sections will discuss the reactions of coworkers to training programs themselves, and, particularly, their reactions to the "special treatment" which trainees often receive; structural elements, such as work groups and supervision; and how employers might minimize negative reactions and encourage program support on the part of regular workers. This report deals with the reactions of regular workers to trainees. This training may consist of formal classroom instruction in basic education of work skills, group counseling, orientation sessions on plant rules and work behavior, actual job performance under closer supervision than normal, or any combination of these approaches. (Author/JM)

ED 084 325 UD 013 895

Heskes, Deborah A.

**Supportive Services for Disadvantaged Workers
and Trainees. Key Issue Series, Number 12.**

State Univ. of New York, Ithaca. School of Industrial and Labor Relations at Cornell Univ.
Pub Date 73

Note—60p.

Available from—Publications Div., New York
State School of Industrial and Labor Relations,
Cornell Univ., Ithaca, N.Y. 14850 (\$2.00)

Document Not Available from EDRS.

Descriptors—Action Programs (Community), *Adult Vocational Education, *Ancillary Services, *Compensatory Education Programs, Day Care Services, Economically Disadvantaged, Employment Opportunities, Federal Programs, Job Training, *Laborers, Legal Aid, Manpower Development, Medical Services, *Trainees, Transportation

Improving the lot of those who are the least productive can be approached in two ways. The first is to make the secondary jobs more desirable by increasing the pay rate and improving the working conditions and opportunities for promotion. The second approach concentrates on improving the employability of these individuals by moving them up on the workers' queue. The Manpower Development and Training Act and the Economic Opportunity Act attempt to do this by creating training programs to teach job skills and furnish compensatory education. Many of these programs as well as community action projects have also provided various supportive services to help trainees compete in the labor market. Four of these supportive services are examined in Part One of this paper: day care, medical care, transportation, and legal aid. These services may be crucial to some members of the population. Five programs, each of which was designed to offer a package of training and remedial education job orientation as well as sup-

portive services are described in Part Two. Part Three briefly describes revenue sharing, an alternative to the provision of manpower services through federal categorical programs or grants. (Author/JM)

ED 084 326 UD 013 900

Cohen, Andrew D. And Others

Guidebook for Tutors with an Emphasis on Tutoring Minority Children.

Stanford Univ., Calif. Committee on Linguistics.

Pub Date 72

Note—100p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annotated Bibliographies, Cross Age Teaching, Educational Resources, English Instruction, Intergroup Relations, Language Skills, Mathematics Instruction, *Minority Group Children, Rapport, *Remedial Instruction, *Resource Guides, Science Instruction, Student Teacher Relationship, *Teaching Guides, *Tutoring

The purpose of this manual is to illustrate different approaches to tutoring with examples from tutoring English language skills, science, and math. Many of the tutoring principles discussed with reference to these subjects can be applied to tutoring in other subject areas. The Guidebook discusses issues associated with tutoring across ethnic group and social class. A tutor's relationship with his tutee will probably be more successful if the tutor keeps in mind the differences between himself and the tutee, and if he deals with these differences sensibly. The manual provides a checklist of steps to take before, during, and after tutoring. Each tutor's relationship with a tutee is a unique experience and the tutor must be himself. However, he should be mindful that he is intervening in a well-established social system which has its rules of propriety. This manual suggests ways of assessing the tutee's engagement as a means of feedback to the tutor. Engagement depends on several things at once. The tutor must develop a close personal contact with the tutee. Achieving engagement depends in part on the materials that the tutor chooses for the session and in part on how the tutor uses the materials. An annotated bibliography is included to suggest materials for use in tutoring. (Author/JM)

ED 084 327 UD 013 910

Hood, Elizabeth F.

Educating Black Students: Some Basic Issues.

Pub Date 73

Note—111p.

Available from—Detroit Educational Consultants,
Div. of Ness Enterprises, 600 Pingree, Detroit,
Mich. 48202 (\$4.95)

Document Not Available from EDRS.

Descriptors—Academic Failure, *Curriculum Development, Disadvantaged Youth, Educational Change, *Educational Planning, *Educational Problems, Educational Quality, Failure Factors, Language Handicaps, *Negro Education, Political Issues, Public Schools, Social Change, *Urban Education

Contents of this collection of articles, originally prepared as messages for citizens and colleagues expressing some of the major concerns regarding the education of blacks in the seventies, by an educational consultant who has taught in the Department of Educational Sociology at Wayne State University, are as follows: (1) Education: Opening the Survival Kit; (2) Delusion of Progress: Education in the Public Schools; (3) The Impossible Dream; (4) Language and Learning; (5) A Look Inside-The C School, The P School, The R School; (6) The Made People Versus the Creative People: A Dilemma in Urban Education As Seen by a Black Administrator; (7) What Should Be Taught to Black Children?; (8) Education Is Learning Together; (9) Leadership in Black Students; (10) It Has Been Done; and, (11) The Black Experience: Implications for New Dimensions in Education. (JM)

ED 084 328 UD 013 911

Radford, W.C. McDowell, R.

Research Into Education in Australia, 1972.

AACRDE Report, Number 1.

Australian Advisory Committee on Research and Development in Education, Canberra.

Pub Date 73

Note—154p.

Available from—Australian Govt. Publishing Service, Canberra, Australia (Price not quoted)

Document Not Available from EDRS.

Descriptors—*Administrator Attitudes, Adult Education, Catholic Educators, Educational Administration, *Educational Research, Educational Researchers, Educational Sociology, *Research Needs, Schools of Education, *Surveys, Teacher Associations, Teacher Education, Teachers Colleges, Universities
Identifiers—*Australia

This document reports a study which dealt principally with research activity under way in the education departments of the Commonwealth and the states, in the university schools of education and departments of psychology, in the schools of education of the colleges of advanced education, in the teachers colleges, and in the special units of the universities, colleges of advanced education, and teachers colleges. It touches cursorily on research in teachers organizations and the Catholic Education Offices, research into the economics of education and adult education, and some aspects of research into the sociology of education. It reports views held on certain issues in training and careers by heads of divisions and staffs in the departments of state, and by heads and staffs of the schools of education in the universities and colleges of advanced education. It discusses the kinds of preparation for their present work received by many of those engaged in research and development; and some of the judgments they make both about their own preparation and those who will be joining their ranks as qualified workers. It reports also opinions about the need for some relatively new kinds of workers in research and development, about the areas of work which should have priority in the future and about some of the topics in those areas to which immediate attention might be directed. (Author/JM)

ED 084 329 UD 013 912

Bernstein, Blanche And Others
New York's Jewish Poor and Jewish Working Class: Economic Status and Social Needs.
 New School for Social Research, New York, N.Y. Center for New York City Affairs.
 Spons Agency—Federation of Jewish Philanthropies of New York, N.Y.
 Pub Date Nov 72
 Note—72p.

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Blue Collar Occupations, *Census Figures, *Economically Disadvantaged, Employment Patterns, Family Income, *Financial Needs, *Income, Individual Needs, *Jews, Laborers, Low Income, Social Services, Socioeconomic Status, Urban Population
Identifiers—New York City

The estimate of the income distribution of the Jewish population of New York City is based on the main on data from the Current Population Survey conducted by the Bureau of the Census on the 1970 income distribution of the city's population. While the methodology used probably results in an underestimation of Jewish income and, therefore, an overestimate of the Jewish poor, the data describe with some reality the economic situation of the Jewish community. Some major findings are as follows: 140,300 families including 272,000 individuals, or 15.1 percent of the Jewish population of 1.8 million in the city are poor or near poor; 190,300 families including 423,000 individuals are between the near poverty level and the Bureau of Labor Statistics (BLS) moderate level of living—these equalling almost a quarter of the Jewish population and constitute the Jewish working class; 512,400 families including over one million individuals, about 60 percent of the Jewish population have incomes above the BLS moderate level including 343,700 families with incomes above the BLS higher standard of living. About half the Jewish poor and near poor are aged individuals or couples. About two fifths are three to five person families including female headed households, some headed by an aged or ill or disabled person and some by Hassidic Jews with limited earning capacity. (Author/JM)

ED 084 330 UD 013 913

Wayne, Martin S.
New Mental Health Approaches to the School Failure (A Therapeutic-Educational Center for a Disadvantaged Population).
 Pub Date 31 May 73

Note—19p.; Paper presented at the American Orthopsychiatric Association annual meeting, New York, N.Y., May 31, 1973
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Failure, Counseling Programs, Disadvantaged Youth, Economically Disadvantaged, Educational Diagnosis, *Experimental Schools, *Junior High School Students, Low Achievers, *Mental Health, Negro Students, Program Evaluation, Psychiatric Services, Socially Disadvantaged, Spanish Speaking
Identifiers—*New York, Yonkers

This is a report on one attempt to provide an educational setting designed to incorporate some psychiatric treatment modalities as a way of reaching disadvantaged school failures, called the Onna Maloney Center. The report focuses on the structure of the center and the results of the first school year. The center ran for two school years; unfortunately, following the trend elsewhere in the country, it did not re-open in September of 1972 due to drastic budget cuts. The staff consisted of one psychiatrist working half time; a full time social worker administrator; a psychologist half time; a remedial reading teacher half time; a full time case aide; a secretary and cook. Two teachers were supplied by the Board of Education, and during the second year a full time group worker joined the staff. A research psychologist acted as consultant to the staff in developing instruments to try and determine the program's effectiveness by evaluating change in the children. Our goal was to help school failures to reach a point of maturity and educational ability which would enable them to return to the regular school system and benefit from it. Small class size was essential. The school day ran the length of a regular school day and used the regular school calendar. The children accepted represented the population of the community of Yonkers, New York, proportionately. (Author/JM)

ED 084 331 UD 013 918

Caughy, John Caughy, LaRae
To Kill a Child's Spirit: The Tragedy of School Segregation in Los Angeles.

Pub Date 73
 Note—255p.
 Available from—F.E. Peacock Publishers, Inc., 401 West Irving Park Road, Itasca, Ill. 60143 (\$4.95)

Document Not Available from EDRS.

Descriptors—Bus Transportation, Decentralization, Federal Court Litigation, Integration Effects, *Integration Litigation, *Integration Methods, Political Issues, Racial Segregation, *School Integration, *School Segregation, Student Transportation, Suburban Schools, Supreme Court Litigation, Urban Schools
Identifiers—*California

The contents of this case study, on the perpetuation of segregation in the American city and a participant's narrative of Los Angeles' 10-year debate and struggle, 70-day trial and court order which was promptly bottled up by appeal, are organized in 13 parts as follows: (1) "The Segregating of the Los Angeles Schools"; (2) "Attempts to Persuade the Board"; (3) "Obstruction Continues"; (4) "And So To Court"; (5) "The Case for Integration"; (6) "The Case for Segregation"; (7) "Adjudicated Segregators"; (8) "White Backlash"; (9) "While the Children Wait"; (10) "Millions for Decentralization but Not One Cent for Integration"; (11) "Children in Double Jeopardy"; (12) "To Bus or Not to Bus, That Is Not the Question"; and, (13) "Appeal for the Children." There is a Foreword by Ramsey Clark. (JM)

ED 084 332 UD 013 922

Boyce, Elizabeth Robinson
An Exploratory Study of Two In-Service Training Programs for Twenty Teachers on Race and Poverty in the Inner City.

Pub Date 72
 Note—293p.; Ed.D. Dissertation, Boston Univ. School of Education, 1972

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Changing Attitudes, Curriculum Development, Economic Disadvantage, *Inner City, Inservice Programs, *Inservice Teacher Education, Racial Attitudes, Racial Differences, School Community Relationship, Social Attitudes, *Social Studies, Student Attitudes, Teacher Attitudes, Urban Teaching
Identifiers—*Massachusetts

This study was addressed to the question, "Can change be brought about in teachers' attitudes and their students' attitudes toward racial difference and economic deprivation after the

teachers have been exposed to in-service training programs?" Twenty teachers representing grades kindergarten through high school participated. Two in-service programs were compared. The study design provided for ten teachers to live in the ghetto for five days and ten teachers in a classroom setting, to study about racial difference and poverty as it existed in the local community. Members of the latter group were exposed to some group dynamics training. The second week of the workshop, both groups of teachers, working separately, developed units to be taught to their social studies students. These units were studied by curriculum specialists to determine if there were any discernable difference in their content or structure. All teacher participants were psychologically evaluated in a pre-test, post-test design, with 12 months' lapse in testing. Sixteen teachers taught their social studies students, a population of 537, a month long unit entitled "Race and Poverty in the Inner City." Teachers were asked to administer to their students in a pre-test, post-test design, three questions: What is a City, What is Poverty, and Who is a Negro? A ten percent sample of students' replies was selected randomly and coded. (Author/JM)

ED 084 333 UD 013 926

Ozgediz, Selcuk
Survey and Analysis of In-School NYC Programs.

Final Report.
 Systems Research Inc., Lansing, Mich.
 Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-42-26-72-09-2
 Pub Date Jul 73
 Note—125p.
 Available from—National Technical Information Service, Springfield, Va. 22151 (Price not quoted)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Disadvantaged Youth, Employment Programs, Federal Aid, *Federal Programs, Information Dissemination, Occupational Guidance, Out of School Youth, *Program Descriptions, Program Evaluation, Program Guides, *Urban Youth, *Youth Employment, Youth Programs

Identifiers—*Neighborhood Youth Corps, NYC

In a broad sense, this study is concerned with increasing the responsiveness of the federal government in improving the employment prospects of disadvantaged youth. In a narrower sense, it is concerned with increasing the effectiveness and the efficiency of local In-School Neighborhood Youth Corps (NYC) programs. This report had four specific objectives: (1) to provide a descriptive overview of the types of programmatic activities carried out by In-School NYC programs across the nation; (2) to investigate the factors causing variations in the successfulness of local In-School NYC programs; (3) to identify and describe various types of program-level and activity-level innovations that have originated at the local level in In-School NYC; and, (4) to develop a design for the establishment of a retrieval system for the regular reporting, analysis, and dissemination of information on locally-based innovations in In-School NYC. The primary sources of data for the findings summarized in this Final Report are the nationwide census of all local In-School NYC programs and the in-depth interviews with the 31 selected local programs. A modular framework is developed to categorize and describe programmatic activities typically carried out by local In-School NYC programs. (Author/JM)

ED 084 334 UD 013 928

Texley, Lloyd C. Dvorak, Ronald S.
Omaha Public Schools Multiple Activities Program: An Evaluation, ESEA Title I, September 1972 to August 1973.

Omaha Public Schools, Nebr.
 Pub Date 31 Aug 73
 Note—81p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Ancillary Services, Curriculum Development, *Disadvantaged Youth, Economically Disadvantaged, Educationally Disadvantaged, Elementary Education, Federal Programs, Individualized Instruction, Paraprofessional School Personnel, *Program Evaluation, *Reading Programs, Secondary Education, Tutorial Programs

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I Program, *Nebraska

The purposes of the Multiple Activities Program, funded under Title I of the 1965 Elementary Secondary Education Act, were: (1) to supplement the instructional program for educationally disadvantaged children by developing a curriculum and techniques, specifically in reading, which would raise their achievement level commensurate with their ability; and, (2) to support this program with the type of services needed to make it successful. The High Intensity Learning Centers for Reading for grades three to twelve continued operations. Primary High Intensity Learning Centers in Reading were developed to provide a supportive reading skill development program for grades one to three. Reading aides continued to meet the reading problems of children in grades one to three by tutoring children as their reading problems were identified. Project READ and Math furnished valuable supplementary materials. The Individualized Study Center for grades seven to nine served students who were not able to function in the regular school program by providing individual instruction and direction for their future. All other activities in the Title I program are directed toward providing supportive services for children in Title I instructional programs. This reinforcement is designed to give each student a greater opportunity to achieve success in school. [Photographic illustrations facing page 61 have been deleted from this document for reproducibility reasons.] (Author/JM)

ED 084 335

UD 013 929

Silver, Catherine Bodard

Black Teachers in Urban Schools; The Case for Washington, D.C. Praeger Special Studies in U.S. Economics, Social and Political Issues Series.

Spons Agency—Columbia Univ., New York, N.Y. Urban Center.

Pub Date 73

Note—222p.

Available from—Praeger Publishers, 111 Fourth Avenue, New York, N.Y. 10003 (\$16.50)

Document Not Available from EDRS.

Descriptors—Disadvantaged Youth, Elementary School Students, Elementary School Teachers, Inner City, Negro Students, *Negro Teachers, Public Schools, Student Teacher Relationship, Surveys, *Teacher Attitudes, *Teacher Behavior, Teacher Morale, *Urban Schools, Urban Teaching

Identifiers—*District of Columbia

This book deals with aspects of a special case in the crisis of urban education, in which blacks are central both as teachers and students, but it also attempts to consider aspects of the more general issues as well. It reports research on the behavior and attitudes of black elementary-school teachers in Washington, D.C. That city's system

is in some ways distinctive. But its rapid transformation since the mid-1950s into a system very largely black in student population and its many difficulties render it comparable in many ways to other urban school systems. At the same time, the book focuses on sources and character of teacher adaptation in such a setting—adaptations that are found widely in American schools. Studying black teachers in an urban school system who are dealing with a massively black student population, we have been able to focus on problems of teachers functioning that cannot be attributed to racial differences. The research presented in this book suggests the existence of a defensive subculture among teachers that helps them to adapt to personally and professionally difficult situations in the schools. The creation and maintenance of this subculture is shown to have negative effects on students, while positively affecting teachers' level of job satisfaction. (Author/JM)

ED 084 336

UD 013 969

Harrison, Bennett

Public Employment and Urban Poverty.

Urban Inst., Washington, D.C.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.

Pub Date 73

Note—72p.

Available from—Publications Office, The Urban Institute, 2100 M Street, N. W., Washington, D. C. 20037 (URI-30008; \$1.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Economically Disadvantaged, Employment Patterns, *Employment Programs, *Employment Projections, Ethnic Groups, Federal Government, *Government Employees, Inner City, Labor Force, Local Government, Manpower Development, *Poverty Research, Private Agencies, State Government, Underemployed, Unemployed, Urban Areas

Improvements in the quality of national—and particularly of urban—life will require even greater expenditures than at present on the delivery of crucial services as education, health protection, recreation, waste disposal, and police and fire protection. Simultaneously, the problem of poverty continues to plague millions, even many who are in the labor force. For those who are underemployed, for the 2 million who have given up looking for jobs, and for those unemployed, the rapidly expanding demand for public service workers constitutes an important opportunity for advancement. The expanding need for important public services and the requirements of the disadvantaged for more and better work opportunities may each carry the solution to the

other. This is the rationale for a program to stimulate public employment of the disadvantaged. Five reasons why such a program can be expected to improve the economic welfare of the disadvantaged, particularly of the urban residents, are: (1) public service is growing much faster than those private industries that have traditionally absorbed the poor; (2) government jobs pay substantially higher wages than the poor are currently earning; (3) there are important fringe benefits uniquely associated with public service; (4) the location of public work places in the central city means ease of accessibility for the very large numbers of the disadvantaged residing in the urban core; and, (5) public service has historically served as the entry point into the world of work for many white ethnic groups. (Author/RJ)

ED 084 337

UD 013 974

Turner, W. E. And Others

ESEA Title I Evaluation Report: Programs for Educationally Deprived Children, September, 1972-August, 1973.

Wichita Unified School District 259, Kans.

Pub Date Aug 73

Note—186p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Art, Business Education, Bus Transportation, *Corrective Reading, Disadvantaged Schools, *Disadvantaged Youth, Elementary Grades, *Federal Programs, Language Development, Mathematics Instruction, Music, Preschool Programs, Private Schools, *Program Evaluation, Public Schools, Reading Comprehension, Summer Programs, Vocabulary Development

Identifiers—*Elementary Secondary Education Title I, ESEA Title I Programs, Gates MacGinitie Test, Kansas

Special Programs to Enhance the Education of Disadvantaged Youth (Project SPEEDY) was in its seventh year of Title I funding, the main thrust being in the area of corrective reading and other programs designed to promote language development. Although concentrating funds on fewer students has been made increasingly difficult by busing pupils, because of busing, basic Title I services were extended to 78 other schools. Other instructional programs were: Art Therapy, Primary Mathematics, Keyboard Music, Business Education for Delinquent Children, Neglected Children's Programs, and Preschool Programs. Evaluation of the corrective reading program was based on a pretest-posttest comparison of results on the Vocabulary and Reading Comprehension sections of the Gates-MacGinitie Test. Test results showed that 58 percent of the pupils achieved at least one month's gain per month of instruction on the Vocabulary section, as the same percentage did to the same extent on the Comprehension section. Results of the Primary Math Project for pupils in the kindergarten, first, and second grades showed that mean gains from pretest to posttest exceeded expectations. (RJ)



This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors*, are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the report can be found under that number in the résumé section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

Perception

Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Accession Number  ED 013 371

Ability

Vocational Education for the Handicapped: A Bibliography of ERIC Documents. Bibliography Series No. 20.

ED 083 480

Ability Grouping

The Motivation Factor as Emphasized in the LaSierra High School Boy's Physical Education Program.

ED 084 228

Transcripts From the Southern Regional Council's Symposium on Human Intelligence, Social Science, and Social Policy. Text of Dr. Kamin's Presentation Denying That Proof Exists That IQ Test Scores are Hereditary; How Testing Harms Children; IQ Tests as Instruments of Oppression--From Immigration Quotas to Welfare.

ED 084 318

Ability Identification

Special Education Management System Project Document. 4. Appendix.

ED 083 768

Abstracts

Research Reports: Superior Students in Wisconsin High Schools.

ED 083 772

Academic Ability

The Association of Racial Status, Socioeconomic Status, and Measured Ability Upon Academic Performance in a Liberal Arts College.

ED 084 319

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						TM003302	ED084294//	UD013969	ED084336
						TM003309	ED084295	UD013974	ED084337



NEW THESAURUS TERMS

The following terms have been added to the *Thesaurus of ERIC Descriptors* (4th edition) for the January 1972 through March 1974 issues of *Research in Education (RIE)*:

ADMISSIONS COUNSELORS 380

ADOLESCENT LITERATURE 260

SN Any reading material written primarily for, or read widely by, youth of secondary school age.

AEROSPACE EDUCATION 140

UF Aerospace Science Education

AESTHETIC EDUCATION 140

UF Aesthetic Development

AIR INFLATED STRUCTURES 210

SN Air structures (either high-pressure or dual-wall) in which an inflated structural element acts as a column, beam, or arch to support the enclosing membrane.

AIR SUPPORTED STRUCTURES 210

SN Air structures in which the entire enclosed space is maintained at a small pressure differential over ambient atmospheric pressure to support and pre-tension the membrane (single or reinforced) that serves as the enclosure.

Alternative Futures

USE FUTURES (OF SOCIETY)

ALTERNATIVE SCHOOLS 470

SN Schools both within and outside the public school system that offer alternatives to traditional educational concepts and practices, e.g., student initiated learning process, inquiry-discovery approach, and shared problem solving and decision making.

ALTRUISM 040

SN Consideration for the welfare of others, sometimes in accordance with an ethical system.

AMERICAN STUDIES 450

SN Studies, usually interdisciplinary in approach, of all or part of the geographic area which includes the continental United States, Canada, the Arctic Archipelago, and Greenland.

ANEMIA 250

UF Iron Deficiency Anemia
Sickle Cell Anemia

ARCHERY 390

ARTIFICIAL LANGUAGES 300

SN Languages created for international communication, e.g., Esperanto and Interlingua.

UF Constructed Languages

ASIAN STUDIES 450

SN Studies, usually interdisciplinary in approach, of such geographic areas as Asiatic U.S.S.R., Bangladesh, Bhutan, Ceylon, China, India, Indonesia, Japan, Korea, Maldive Islands, Mongolia, Nepal,

Pakistan, the Philippines, Sikkim, and the Southeast Asian Subcontinent.

BODY LANGUAGE 080

Career Development

USE VOCATIONAL DEVELOPMENT

CASTE 490

SN A closed social stratum based on heredity that determines its members' prestige, occupation, place of residence, and social relationships.

CHEMICAL NOMENCLATURE 400

COMPENSATION (CONCEPT) 310

SN The recognition that material undergoing a perceptual transformation in one dimension is accompanied by a specific change in another dimension.

CONCEPTUAL TEMPO 420

SN An index of time spent in problem solving sequences used to characterize the reflective/impulsive dimension of cognitive style.

CONFIDENCE TESTING 190

SN A method for discriminating levels of partial knowledge concerning a test item in which the examinee indicates his degree of confidence in his answer choice.

CONSTRUCTION MANAGEMENT 020

CUBANS 380

CUTTING SCORES 190

SN A selected point on a scale which divides individuals earning scores above and below it into two groups for some purpose.

UF Critical Scores

DECODING (READING) 440

SN Assimilation of meaning from written language by trial and error process of grapho-phonetic, semantic, and syntactic analyses.

DESENSITIZATION 420

SN Planned exposure to anxiety producing stimuli in order to reduce illogical fears.

DIMENSIONAL PREFERENCE 060

SN Cue response to color, form, or size.

Diplomacy

USE FOREIGN RELATIONS

DIPLOMATIC HISTORY 260

SN History of negotiations among nations, including the study of international alliances, treaties, and other agreements.

Diplomatic Policy

USE FOREIGN POLICY

DISARMAMENT 480

UF Arms Control
Multilateral Disarmament
Nuclear Control
Unilateral Disarmament

DISSENT 060

UF Dissensus

DRUG EDUCATION 140

SN Study of the varied aspects of drugs, their source, abuse, chemical composition, and physical, personal and social effects.

Ecosystems

USE ECOLOGY

EDITING 080

SN To make suitable for publication or public presentation by selecting, emending, revising, and compiling.

UF Copyediting

EDITORIALS 050

EDUCATIONAL ANTHROPOLOGY 480

SN Application of anthropological concepts and methods to the study of educational institutions and processes.

EDUCATIONAL ASSESSMENT 180

SN Evaluative process of determining the attainment of educational objectives (nationwide, statewide, or locally) for use in educational planning, development, policy formation, and resource allocations.

EFFICIENCY 180

SN Capacity to produce desired results with a minimum expenditure of energy, time, money, or materials.

ETHNOCENTRISM 040

SN Habitual disposition to judge foreign peoples or groups by the standards and practices of one's own culture or ethnic group.

EXTERNAL DEGREE PROGRAMS 140

UF Extended University
Open University
University Without Walls

FAST TRACK SCHEDULING 020

SN A construction management technique in which design and construction process activities are scheduled to overlap rather than scheduled sequentially.

FOUND SPACES 210

SN Spaces which do not resemble traditional school facilities but can easily be converted, e.g., hotels, supermarkets, residences, and enclosed or semi-enclosed outdoor areas adjacent to new or existing facilities.

FULL STATE FUNDING 220

Future Studies
USE FUTURES (OF SOCIETY)

FUTURES (OF SOCIETY) 480

UF Alternative Futures
Future Studies
Futurism
Futuristics
Futurology

Futurism
USE FUTURES (OF SOCIETY)

Futuristics
USE FUTURES (OF SOCIETY)

Futurology
USE FUTURES (OF SOCIETY)

HOMOSEXUALITY 060
UF Lesbianism

HUMANIZATION 490

SN The process of changing the environment (attitudes, structures, relationships) to be more humane and better adapted to human needs.
UF Dehumanization

HYBRID AIR STRUCTURES 210

SN Air structures (either air cushions or frame-stabilized structures) which combine air-inflated or structural elements with each other, or are used in combination with other structural supports.

IDEOGRAPHY 290

SN System of writing using pictures or symbolic characters instead of letters or syllable signs.

Intergovernmental Organizations
USE INTERNATIONAL ORGANIZATIONS

International Behavior
USE FOREIGN RELATIONS

INTERNATIONAL CRIMES 060
UF War Crimes

INTERNATIONAL LAW 230
UF International Legal Analysis
International Torts
Law of Nations

International Policy
USE FOREIGN POLICY

International Politics
USE FOREIGN RELATIONS

Iron Deficiency Anemia
USE ANEMIA

ITEM BANKS 520

SN Collection of test items classified according to objectives, subtests, difficulty, grade level, content, etc., which may be used to construct tests tailored to the users' needs.
UF Item Pools

Joint Occupancy
USE SHARED SERVICES

Labor Demand
USE MANPOWER NEEDS

LAND ACQUISITION 020

LAYOUT (PUBLICATIONS) 030
UF Format (Publications)

LEAD POISONING 250

Learning Centers
USE LEARNING LABORATORIES

LIFE STYLE 060

SN Manner of living chosen as a personal response to the social and cultural milieu.

Lifelong Integrated Learning
USE CONTINUOUS LEARNING

LOCUS OF CONTROL 420

SN Personality construct referring to an individual's perception of the locus of events as determined internally by his own behavior vs. fate, luck, or external forces.
UF Internal External Locus of Control.

LUNAR RESEARCH 450

SN Scientific activities designed to provide information about the origin, structure and properties of the moon.
UF Lunar Exploration

MATRICES 340**MECHANICS (PHYSICS) 400**

SN The science that deals with the effects of energy and forces on the equilibrium, deformation, or motion of solid, liquid, and gaseous bodies—includes both classical (Newtonian) and modern (atomic-level) mechanics.
UF Classical Mechanics

MERIT PAY 220

MEXICANS 380
SN Citizens of Mexico

MIDDLE EASTERN STUDIES 450

SN Studies, usually interdisciplinary in approach, of all or part of the geographic area which includes Afghanistan, Cyprus, Egypt, Iran, Iraq, Israel, Jordan, Lebanon, Libya, Sudan, Syria, Turkey, and the Arabian peninsula.

Military Policy
USE FOREIGN POLICY

MOLECULAR STRUCTURE 220**MONOLINGUALISM 290****MORAL DEVELOPMENT 130**

SN Developmental processes in the formation of moral reasoning and judgments.

MULTIDIMENSIONAL SCALING 190

SN A procedure for analyzing distances among a set of points in order to find their coordinates on several underlying dimensions.

NEUROLINGUISTICS 290

SN A branch of linguistic science relating language behavior to the neurological sciences.

NEWS REPORTING 080**NONFORMAL EDUCATION 140**

SN Organized education without formal schooling or institutionalization in which knowledge, skills and values are transmitted through relatives, peers, or other community members.

NONPUBLIC SCHOOL AID 220**NONRESERVATION AMERICAN INDIANS 380**

SN American Indians living off reservations who remain on the tribal census roll or who maintain their Indian identity.
UF Off Reservation American Indians

OBSERVATIONAL LEARNING 310

SN Behavioral effect on the learner resulting from the observation of a model.
UF Imitative Learning

OPEN EDUCATION 140

UF Open Schools

ORGANIZATIONAL DEVELOPMENT 020

SN The application of behavioral technology to organizations by attempting to integrate individual needs for growth and development with organizational goals and objectives.

PARANOID BEHAVIOR 420

SN Behavior characterized by suspiciousness or delusions of persecution or grandeur.

PARENTHOOD EDUCATION 140

SN Programs designed to help teenage boys and girls prepare for effective parenthood by learning about child development and the role of parents, and by working closely with young children.

PAROCHIAL SCHOOL AID 220**PEACE 480**

UF International Peace
World Peace

PEER COUNSELING 090

SN Performance of limited counselor functions, under counselor supervision, by person of approximate age of counselee.

PHONEME GRAPHEME CORRESPONDENCE 290

SN Relationship between speech sound (phoneme) and written symbol (grapheme).
UF Grapheme Phoneme Correspondence

PHYSICIANS ASSISTANTS 380

SN Highly trained nonprofessionals who, under physicians' supervision, perform many health care activities usually carried out by physicians.

PLANNING (FACILITIES) 020

UF Facilities Planning

PNEUMATIC FORMS 210

SN Structures used as forms for placing concrete, reinforced and/or foam plastic materials.

POLISH AMERICANS 380**POPULATION EDUCATION 140**

SN Transmission of knowledge about population processes, population characteristics, the causes of population change and the consequences of that change for the individual and society.

PREGNANT STUDENTS 380**Program Implementation**

USE PROGRAM DEVELOPMENT

PROPERTY TAXES 230

UF Ad Valorem Tax

PUBLIC SERVICE OCCUPATIONS 350

SN Employment necessary to accomplish the mission of local, county, state, Federal, or other government, except for military service.

PUNISHMENT 310**PUPPETRY 030**

UF Puppets
Puppet Shows

RELOCATABLE FACILITIES 210

UF Nonpermanent Facilities

REVENUE SHARING 220

SN Practice of returning a percentage of federal tax money to states and localities for locally directed and controlled public service programs—includes functional grants for education and other major purposes (special) as well as unrestricted grants (general).

REVOLUTION 480

SN The attempt to make radical changes to one or more political, social, or technological systems that would be qualitatively different from and destructive to the traditional values, norms, and practices of such systems.

ROLE MODELS 420

SN Individuals (real or theoretical) chosen for emulation in one or a selected few of their roles.

SEMANTIC DIFFERENTIAL 190

SN A method of measuring attitudes and/or values through the use of pairs of bipolar adjectives.

SEX DISCRIMINATION 480

UF Discrimination (Sex)
Sex Bias
Sex Prejudice

Shared Facilities

USE SHARED SERVICES

SI Units

USE METRIC SYSTEM

Sickle Cell Anemia

USE ANEMIA

SOCIAL STRATIFICATION 490**SPACE SCIENCES 400****STATE OF THE ART REVIEWS 320****STUDENT RESPONSIBILITY 040****TEACHER CENTERS 210**

SN Interinstitutional centers (school/college/community) offering teacher-oriented professional development programs, at preservice/in-service levels, of educational demonstrations, experimental, and other participatory learning activities.

UF University Training Centers

TEACHER DISCIPLINE 020

SN Discipline of, not by, teachers.

TEACHER DISMISSAL 020**TIMEOUT 420**

SN Period of time in which no positive reinforcers are available, e.g., isolation in a small room.

TREATIES 230

SN Negotiated agreements between two or more political authorities.

UPPER DIVISION COLLEGES 470

SN Colleges offering junior, senior, and graduate level courses.

Valence (Language)

USE SYNTAX

VENEREAL DISEASES 250

UF Syphilis
Gonorrhea
Chancroid

VISUAL AIDS 050

UF Visual Equipment
Visual Instrumentation
Visual Materials
Visual Media

VISUAL LITERACY 010

SN A group of competencies which allows a human being to discriminate and interpret the visible action, objects, and/or symbols, natural or man-made, that he encounters in his environment.

VOCATIONAL MATURITY 130

SN Degree of an individual's skill in making decisions concerning his or her vocation at a given life stage.

WAR 480

UF Civil War
Conventional Warfare
Guerilla Warfare
International War
Unconventional Warfare

WASTE DISPOSAL 410

SN Act or process of discarding or throwing away unneeded or excess material including solids, oils, chemicals, and liquids.

WASTES 460

SN Unneeded, discarded or excess material including solids, oils, chemicals, and liquids.
UF Litter
Refuse

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SN An academic discipline that incorporates courses about women either separately or as a field of study.
UF Female Studies

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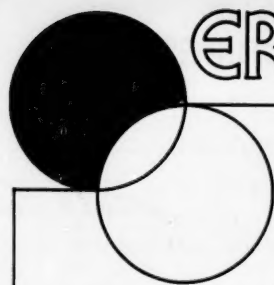
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